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ABSTRACT

These papers address three themes in the education of library and information professionals: organizational change, industrial change, and professional development. The 12 papers are: (1) Opening Address; "Educating for Change: Grasping the Vision" (Jennifer Evans); (2) Keynote Address: "Organizational Change and Its Management" (Alison Crook); (3) "Human Aspects of Organizational Processing: Implications for Educating Information Professionals" (Kerry Grosser); (4) "Amalgamations and the Implications for Library Education" (Sue McKnight); (5) Keynote Address: "Major Industrial Issues" (Tom McKeown); (6) "Multiskilling: Implications for Library and Information Science Education" (Fay Nicholson); (7) "Performance Based Pay Systems" (Norm Amos); (8) Keynote Address: "Relevance for Reality: Whose Responsibility?" (Margaret Trask); (9) "Job Satisfaction and Professional Development: Congruent and Achievable Goals?" (Eric Wainwright); (10) "Career Planning, Part 1: An Educator's Perspective" (Angela Bridgland); (11) "Career Planning, Part 2: An Employer's Perspective" (Meg Paul); (12) "Attitudes of the Library Profession to Training and Development Issues..." (Carol Kenchington). (KRN)

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Education For Librarianship: Australia

CONFERENCE PAPERS OF THE ELISS CONFERENCE
MELBOURNE, JUNE 27 - 29 1991.

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EDITORIAL

We are delighted to publish in this issue the papers presented at the ELISS Conference **Educating for Change: Grasping the Vision** held in Melbourne on 27 - 29 June 1991. (Don Schauder's paper was not available at the time of printing, but we hope to publish it in a later issue).

Keynote Speakers introduced each of the three major themes - Organisational Change, Industrial Change and Professional Development. Panel speakers then spoke briefly on important issues related to the themes, after which the participants, in workshop groups, discussed the issues, making comments and recommendations for further action or consideration by ALIA or its Board of Education. At the final Plenary Session, the Keynote Speakers synthesised the findings of the workshop groups. After discussion and consensus, a list of recommendations was formulated. These were considered in more detail by educators and members of the Board of Education on 29th June and will hopefully be translated into action.

We commend these papers to you for your thoughtful consideration and hope that, even if you were not able to attend the Conference, you will be able to share some of the stimulation arising from grappling with the important and difficult issues relating to the education and training of information personnel, and the speakers' attempts to enunciate and encourage us all to grasp a realisable vision for the future. Comments from readers would be welcomed.

Jennifer Evans,
President ELISS

EDUCATING FOR CHANGE : GRASPING THE VISION. Opening Address.

Jennifer Evans, B.A., A.A.L.I.A., T.S.T.C., M.I.P.C.
President, Education for Library and Information Services Section, Australian Library and Information Association.
Director, Freelance Library and Information Services Pty Ltd.
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SUMMARY This Conference gives the profession the opportunity to consider the education of library and information professionals in the light of organisational and industrial change, and of professional development needs, and of a vision of what librarianship should be. Before the collective vision of the Conference participants is defined, the author explains her vision of Australian librarianship and it's educational implications.

"Each new age brings profound change ... We want to be on the cutting edge, but we don't want to be on the bleeding edge".(1) These words of David Lipsky, Dean of the New York State School of Industrial and Labor Relations at Cornell University can not only challenge us as we think about educating for change, but also remind us of the consequences of not creating and grasping a vision for the future.

Many of the changes which we face will be considered in the next two days, and on the quality of our deliberations and their outcomes the very survival of our profession may depend. These changes will be social, technological, political and organisational, and, while difficult to predict, must be imaginatively incorporated into our educational planning.

I hope that the education and training of library assistants and library technicians will be an important part of our considerations, but, because I believe we have more fundamental problems to solve in relation to professional education, my remarks will concentrate on this aspect.

Not only must we educate students in our universities to function effectively when they become librarians and information professionals in the new age of the information

society, but we must also ensure that all those currently practising are equipped to meet the challenges of profound change.

New and practising librarians and information professionals alike will need to be able to acknowledge, anticipate and welcome change, and to be flexible and creative in its management, or risk becoming anachronisms. They will need to learn how to become "navigators through deep seas of information", rather than "neutral gatekeepers of stored knowledge".(2)

They will have to be accountable for the quality of their performance, for providing excellent services with measurable outcomes, which add value to their organisations, and, as Marianne Broadbent says, should be equipped with tools and techniques "which ensure "individual fit"" between the information usage needs of their organisation and the development of information services.(3)

A dedication to continuous professional development will be be vital, demonstrated by a willingness by individuals to sacrifice their own time and money to develop new skills and acquire additional knowledge throughout their careers.

Quality performance at an individual level will enhance the image of the profession, but on the profession as a whole rests the responsibility for shaping the climate in which quality is regarded as the norm. It is here that we need to consider the second part of the Conference title -"grasping the vision". At the end of this Conference, I hope we will have articulated a collective vision which will lead to new directions in education and training for library assistants, library technicians, librarians and information professionals.

For the moment, I would like to share with you my vision, and I do so in the knowledge that some of what I will say will be very difficult to achieve, and also may provoke defensive reactions from some of you. There must be effort and conflict in order to achieve growth and change, so I hope that we will all wrestle with ideas that will result in an inspiring and realisable dream of what librarianship in Australia will become.

1. **Professional recognition and accreditation.** I assume that we wish librarianship to be regarded as a profession, and ourselves as professionals, and are willing to be judged as such. According to Edgar Schein (4) "the professional possesses a specialized body of knowledge and skills acquired during prolonged education and training". If this is so, then I believe we must question whether a three or four year

undergraduate qualification or a three year degree and a graduate diploma are sufficient for a lifetime's accreditation as a professional librarian.

Has not our professional credibility been eroded by some individuals who have taken no responsibility for continuing their professional development? Perhaps there should be more than one level of recognition; or maybe continuing accreditation should be dependent upon demonstration of high level performance and increasing skills? Surely our status as a profession would be enhanced by conferring a higher professional standing on those who make the effort of continuous professional development?

The status of accountants has been greatly improved by conferring on those who undertake additional training the title of Certified Practising Accountant. Lawyers in some states must earn a certain number of points each year to prove they have undertaken worthwhile professional self-improvement. Perhaps we could work out some appropriate variation on one of these themes. As many organisations now demand eligibility for membership of ALIA in job advertisements, so, in time, and with suitable education of personnel managers, the higher status ALIA accreditation would be demanded of applicants, at least for more senior positions.

2. **Approved and accreditable continuing education.** If we are going to require evidence of continuing skills and professional development, then of course there must be a set of guidelines developed, and a system instituted whereby credits can be earned. In my vision of the future for education for library and information work, ALIA, through the Board of Education, would provide the framework and standards for the development of approved and accreditable continuing education courses, either by universities, or other accredited providers; and define the types of workshops, meetings or self-education which could also be credited. This would allow the higher status to be earned and acknowledged. The Board of Education has already begun to encourage and facilitate the development of professional development packages, and through the Professional Development Survey which Carol Kenchington will report on, to understand what opportunities for professional development are required. This is a great step forward.

Approved and accreditable professional development programs would also help to solve the dilemma of those re-entering professional practice after some years. In professions with a high proportion of females, such as nursing and librarianship, encouragement and help must be given to women returning after family leave. Nurses now have suitable

courses of about three months in length - the challenge remains for us. There may also, of course, be men wishing to avail themselves of such opportunities.

3. **Initial professional education.** Graduate diploma courses in librarianship and information studies are crammed with units that are seen as necessary to equip students to work as information professionals in an increasingly complex information society. Many students feel quite overwhelmed by the demands of these courses and the speed at which they must try to absorb new concepts, terminology and technology, and produce assignments demonstrating use or understanding of these. There is little time for reflection and synthesis, even though many of the traditional skills (such as cataloguing and classification, collection development, and acquisition techniques) are now touched on very briefly, or are electives. The undergraduate courses are also under this great pressure to fit in ever more units.

What could be done? If ours were a strong profession politically, it could demand of the universities, if it considered this to be desirable, that the graduate diploma be a two year course, and certainly that the three year undergraduate courses become four year courses. The present employment crisis and pressure for places has resulted in a lowering of entry standards for some librarianship courses, which is another cause for concern. Medical and legal faculties, however, continue to demand their customary high entry scores.

Some library studies courses suffer from a lack of funds to allow for the employment of sufficient staff and facilities to provide quality education - for example some students have little opportunity to practise online searching, to use CD ROMs, or the most up-to-date thesauri. Other professions demand, and get, adequate resources. We are a numerically small group, but have we ever formally lobbied on these issues?

What are the results of crammed courses? Some students cope well, enjoying the challenge and the demands, and find it intellectually stimulating and exciting. Some end up confused, unsure of exactly what they will be able to do when they begin to work as librarians. All of them will need quite a long period of skills training before they can actually practise librarianship at a professional level, unless they have acquired experience by working in a library prior to, or during, their course. Some, of course, will not practise as librarians, but go into other, information-related fields.

4. **Professional skills training.** How do those who do seek work as librarians after qualification, and who have no prior relevant work experience, get this necessary training? Those who are lucky get a job in which they can be junior partners to experienced professionals, gradually gaining skills and recognition; or working in an environment where they are encouraged and helped to undertake a broad range of tasks under guidance.

There are, however, fewer and fewer libraries which have a deliberate policy to provide such traineeships for new graduands. Financial constraints and the demand for instant productivity from every staff member, lack of staff with the time to train new recruits, and the temptation in these difficult times (when many apply for each position) to take on experienced applicants, are all barriers new librarians must face.

Some find themselves working alone, managing or sometimes establishing an information service. How do they fare? Without experience and without guidance, some may do well - but some, we know, even with the best of intentions, do a very poor job, giving the profession a bad name and leaving a mess for someone else to clear up.

Many other professions would not allow such a state of affairs. Doctors and lawyers must practise under guidance beyond graduation - lawyers by doing a year of articles, or spending several months at a centre for continuing legal education, such as the Leo Cussen Institute in Melbourne. Doctors spend at least one year as interns, while those who wish to have the highest credibility as general practitioners must undergo an additional three year structured program beyond the award of their MB BS.

Should we not investigate how we can ensure that <u>our</u> new professionals receive adequate skills training? Should ALIA require that new library professionals must have one year of practical experience under supervision before they become eligible for membership, and thus gain official recognition of their readiness to practise? In Victoria, at least, library technicians, because of the requirements of their training, do not have the problem of completing their course without experience. A work experience year has been incorporated into the newly structured Bachelor of Business (Information and Library Management) at RMIT - let's hope library managers co-operate, if they possibly can, to make it a success.

Schein (5), in <u>Professional education</u>, says that "professionals form associations to define criteria of admission, licensing, career paths, and areas of jurisdiction

for the profession". While our Association does take this responsibility seriously, I am suggesting that licensing, or the accreditation of members' fitness to practise, should be something which is not solely determined by the universities and educators, but by consensus of the profession as a whole.

What if employers are not willing to take new librarians on to their payrolls for this early training? Maybe we need an Institute of Continuing Library and Information Education in which practical experience could be gained. The Government, through the Attorney General's Department, provides funds for the Leo Cussen Institute of Continuing Legal Education - why should the Government not fund such an organisation for our profession?

5. **Management education.** Then there is the question of management education. In order to reclaim the reputation of our profession, I believe we must require evidence of recent management education, or proven management ability (or both) from those to whom the top positions in the profession are awarded - for example, State and National librarians, University Librarians, heads of large government departmental libraries and so on. It would require considerable education and lobbying by the profession to ensure this practice was followed. But if we do nothing, we will find that managers with no library experience will be awarded these positions in increasing numbers.

John Naisbett in Megatrends 2000 identifies "ten epochal new forces" that have been unleashed as the new millenium approaches. He says that the 1990s will be the Decade of Women in Leadership (6) with women having a leadership advantage by not having been socialised as males, and therefore not having to unlearn old authoritarian behaviour to run their departments or companies. I rather fancy the idea of women leaders being an epochal force unleashed on an unsuspecting world! Let us hope we can indeed provide women (and men too, of course) in our profession with opportunities to develop appropriate leadership skills, and that the management education undertaken by women librarians will allow them to develop leadership styles which are congruent with female socialisation, and do not need to rely on hierarchical structures.

6. **Higher degrees and research.** Finally, in my vision, students who wish to proceed to Masters degrees in librarianship would be required to have some years of practice in the profession first. Even if the universities did not allow such a requirement, students could be encouraged to see its value. As well, in my ideal educational scenario, faculties would encourage Masters and Ph D. students to undertake research which would be of value

to the profession. For example, the Libraries Board of Victoria in it's Policy Directions for Library Services in Victoria (7) has identified a number of areas of research which should be undertaken - such as, into whether and where there is unnecessary service duplication in Victorian libraries; and into the proportion of Victoria's library collection which is in risk of decay and requires preservation.

I am sure there are an enormous number of similar worthwhile projects Australia-wide which could be undertaken. I would favour encouraging historians to do historical research into such things as the typefaces used in regional newspapers in the 19th century, and challenge librarianship higher degree candidates with more topical projects.

In summary, I believe that some of the challenges facing education for library and information services include - the need for the profession to demand and reward evidence of higher standards of professional development and practice; the creation of a mechanism by which new professionals can acquire work-skills prior to professional accreditation; re-education opportunities for those returning to work; lobbying for better entry levels and resources for university education; management skills from those in management roles; and the encouragement of relevant research.

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1. David B. Lipsky, 'International roundup', Training and Development in Australia v. 18, no. 1 (March 1991) p. 30.

2. Michael Mayer, 'The transformation of librarianship', Canadian Library Journal v. 47, no. 4 (August 1990) p. 233.

3. Marianne Broadbent, 'Information management: strategies and alliances', ASLIB Proceedings v. 43, no. 1 (January 1991) p. 8.

4. Edgar Schein, Professional education. McGraw-Hill, New York, 1972.

5. ibid.

6. John Naisbett and Patricia Aburedene, Megatrends 2000: the next ten years...major changes in your life and world. Sidgwick & Jackson, London, 1990.

7. Libraries Board of Victoria, Policy directions for library services in Victoria: a draft statement. Libraries Board of Victoria, [Melbourne], 1991.

ALISON CROOK

STATE LIBRARIAN

STATE LIBRARY OF NEW SOUTH WALES

ORGANISATIONAL CHANGE AND ITS MANAGEMENT

Address for Conference:

EDUCATING FOR CHANGE - GRASPING THE VISION

E.L.I.S.S. - June 27-28, 1991

1. THRIVING ON CHAOS

One of my favourite book titles is "Thriving on Chaos" (Peters,1987). For me it summarises the sort of organisation we're trying to build at the State Library of N.S.W., and it summarises the way in which librarians today and in the future need to learn to operate. I think we need to learn to thrive on chaos because the level of change going on around us is pretty chaotic already, and can be guaranteed to increase (with death and taxes, the only remaining certainty). Additionally, we need to be constantly creating change ourselves, working to achieve continuous improvements: in service to our users; in performance; in productivity. In other words we need to be constantly reshaping ourselves and our organisations to handle our constantly changing environment effectively. And that's a recipe for chaos!

My argument, then, is that amongst the most important sets of skills, attitudes and knowledge which schools of Library and Information Science can be imparting to their students is an appreciation that the nature of librarianship and of libraries, is progressively, and increasingly rapidly, changing; that indeed all systems are constantly changing - and if they're not, they're dead. That understanding should be imparted, together with skills for managing and implementing change - for being change agents where necessary.

I'll return to this theme later, but first I'll run through the various areas where changes are occurring, and which are having and will continue to have impact on libraries - and other sorts of organisations too.

2. THE IMPACT OF TECHNOLOGICAL CHANGE

Don Schauder and Jeffrey Leeuwenberg will be talking in more detail about the impact of changing technology, but as one of the most obvious and significant causes of change, I must give it some initial consideration. It is salutary to consider just how much change took place in information technology in the 80's. We have gone from 400 publicly accessible databases available world wide in 79, to 6000+ by '91; from reading about the first laser disk technology in the early 80's, to a situation where a number of libraries have created and are creating their own video disks, and where public access CD ROMs are standard in large libraries and many smaller libraries, including for example, more than 60 of the 90 public libraries in N.S.W. As communications news, we have gone from AUSTPAC, through Satellite, to ISDN (Integrated Services Digital Network); while electronic interlibrary loan (ILL) requests have become standard.

There are equally big changes coming up. The introduction of first handwriting, then voice, as a means of interacting with steadily smaller, more portable and more powerful pcs, will mean that at last, they will become regularly used by amongst others, business executives, because they won't have to change their behaviour to make use of them. And this in turn will result in significantly more money being spent on the production of more effective software.

ISDN, plus improved scanning, digitising, and compression techniques, plus imaging software, will have a major impact on what we do and how our libraries are used. Some of us are just beginning to experiment with it now, and it not only means that any format of material can be made accessible anywhere at low cost, it also foreshadows the ability to make preservation copies when transmitting ILLs. Hypertext and Expert systems also promise enormous possibilities for improved services for our users. However, for me the most significant potential cause of long term change for libraries arising out of all the combined "Compunications" (Computing + Telecommunications) developments, is electronic publishing.

As more and more material is "published" on demand, and available directly, with increasing ease, from the publishing source, we are going to see a progressive shift in the roles of libraries and bookshops, and in the way in which we relate to "publishers". With the advent of CD ROMs many of us are taking the first steps in electronic publishing now, and I believe most large libraries will be moving progressively into the role of both publisher, and onseller for published/printed on demand material.

This in itself will require a whole new set of skills from professionals - skills which we are beginning to need right now as we play with more effective OPAC interfaces, and other forms of hypertext and expert system tools for users. These are skills - not of graphic design, for graphic designers clearly often lack the skills to which I'm referring - but of information design: the ability not only to

conceptualise the best means of access to information, but to lay data out in such a way that it draws the reader in. The ability is one of making data attractive and organising it so as to be readily amenable to the extraction of meaning. Librarians are, in other words going to have to develop more publishing skills, and additionally, have the ability to cope with more copyright issues, and licensing arrangements than the average librarian currently has.

To manage the organisational change arising from the technological developments, what else do we need? We need staff who accept responsibility for keeping themselves up to date with the changes, and who recognise how necessary it is to keep up their professional reading when they have finished their formal course. I am always appalled when I hear the demands which arise in the profession from time to time for a new Australian journal on information technology, or some other means of allowing individuals to keep up to date simply. There is, after all a mountain of information coming out regularly on the subject, and every professional should be capable of scanning a few key journals on a regular basis.

As the nature of librarians' work shifts and becomes more complex (as they move progressively into such areas as information analysis and repackaging, and information design), we need librarians who recognise that they will progressively be able to be supported by technicians taking over more of the work they used to do. In turn technicians will find that technology, in the form of user friendly, and expert systems will make it possible for them to do the work currently considered to be the most technologically sophisticated and glamorous of the work carried out by librarians. That is, we need librarians who are continually ready to stretch themselves and to reach for the top end of their jobs, letting the technicians stretch for the top end of theirs. That way both groups, and the organisation grow. Where librarians insist on defending their existing "professional" territory from technicians, the organisation shrivels.

Finally, we need more librarians who have a real curiosity about the nuts and bolts, or rather, the chips and connectors of their equipment. For example, most of our people are comfortable with an increasing range of applications software, and we are constantly training and retraining to ensure these skills continue to grow. However, apart from the systems staff (5), (who are flat out maintaining existing systems and assisting with the implementation of new ones), we only have a handful of staff whose natural curiosity and interest has led them to develop such a level of skill and knowledge that we can call on them to hook bits and pieces together, play with it, and make it function. These people are invaluable around the organisation, not merely for troubleshooting, but because their level of technical understanding allows them to be more creative, and to have more insight into possibilities worth exploring. We are planning our own approach to developing more such skilled people in the organisation, but libraries generally could do with more people whose expertise is not that of computer specialists, yet who have a fair degree of

technical understanding. The equivalent of the home mechanic, if you will.

3. THE IMPACT OF A HARSH ECONOMIC CLIMATE

The next set of changes we need to make stem from the complex interaction of economic climate, public demands and government reaction. Australia is facing a difficult economic time for many years to come. You all know the story: low commodity prices, the yet to be experienced impact of the reality of a united European economy; little help to be expected from Japan or the U.S.A.; our singular failure and our very real need to move effectively into the Asia-Pacific markets; poor managerial skills and singularly poor performance from our secondary industries. The tale of woe goes on and on, with emphasis and allocation of blame varying with the speaker. This economic climate creates additional demands for government assistance - more unemployment relief, job creation schemes, relief for various groups of primary producers, reduction of taxes and various forms of assistance for business. At the same time public expectations of existing services become increasingly more sophisticated. Facilities and services are expected to be world class, yet there is a constant and growing demand for government to reduce its expenditure. The inevitable result of all this is that any government funded organisation is facing steadily stiffer competition for every dollar of government funding it gets; and we are all managing in a climate of cutback. "Productivity savings", "efficiency dividends", "portfolio savings": essentially, these terms with which we are all becoming familiar mean that we have to be very clear about what we are trying to achieve; and that we have to find creative ways of doing more with less, or of raising alternative sources of funds, if we wish to achieve excellence.

In the private sector librarians are regarded as either a cost centre, which must pay its own way through charging, or as part of the business overheads - and we're all attending courses these days on eliminating overheads. If a service can't demonstrate where it adds value - it goes!

4. A MARKETING APPROACH

What does all this mean for libraries and librarians? Firstly, it makes it essential that we adopt a marketing approach, and have a thorough understanding of the skills of marketing and market research. This does not mean being able to promote well, although that is equally necessary, and I'll come to that. It means that we must find ways of getting closer to our various groups of users; must understand their needs and wants better; and must develop ways of tailoring our various services to meet those needs and wants better. The old public service approach of treating everyone "equally" by offering the same standard service to all is no longer functional. With a marketing approach we can at least be sure that we are not wasting resources carrying out processes or providing services which are not needed. We shall also create more loyal users who will be more likely to be vocal on our behalf. And we are in a much better position to handle the increasingly frequently

raised questions as to whether a specific service, or indeed the whole library program, is really necessary.

5. POLITICAL SKILLS

We also need political skills and promotion skills. I'm not sure whether you can teach political nous: some people appear to be born with it, while others appear singularly bereft. But at least you can teach the importance of being part of the scene where the decisions about funding are going to be made: of getting to know, and building relationships, with key figures in the decision making process; and of ensuring that they understand the real contribution of the library to its parent organisation or to the community.

These are vital skills, yet we still find many special librarians who sit inside their libraries being frightfully busy and waiting for people to come to them; and many public librarians who never attend council meetings, and who have as little as possible to do with senior council staff. Of course, there are also many of whom the reverse holds true, and their libraries are usually at least holding their own. But every librarian who doesn't realise the importance of exercising political skills takes away from the credibility of the profession.

You may claim that these skills are only needed by chief librarians, and that the majority of students will take up more junior positions and not require such skills for some years. But I suspect many of those taking up positions in special libraries, or small TAFE libraries, or country public and branch libraries may be quite new graduates. And these are the very librarians who really need to be exercising coalition and support building skills all the time. Further, any graduate who decides to go it alone as an information specialist will certainly need political skills of a high order. In any case, its important that staff at all levels realise that wherever they may be, they are ambassadors for their organisation: that people's views of the organisation they work for will be coloured by their view of that individual. And it is extremely important that all staff realise just how much damage they can do to their library's cause (hence its funding, hence their ability to serve their users), by creating bad publicity which reflects on either library management or the government of the day.

6. PROMOTION SKILLS

Promotion skills, on the other hand, are definitely something that can be taught. There are techniques and methods for reaching and handling different segments of the media and for reaching different target markets. They are techniques of which no present day librarian can afford to be ignorant, because visibility in one's area of operation is so largely (even if falsely), seen to be synonymous with successful performance. Further, successful promotion is a key method of influencing decisionmakers who are non-users, and of attracting new groups of users and supporters.

Part of these skills is knowing how to relate to specialists in a range of other areas such as P.R. and graphic design to ensure that desired results are achieved.

7. MANAGEMENT SKILLS

Perhaps the most obvious outcome of the need to do more with less is the need for better management skills. These are no longer an optional extra for librarians but a matter of survival skills. Librarians must be able to think strategically. They must understand planning techniques; be able to handle workflow analysis; understand and be able to apply principles of job design; understand and be able to develop performance measures; and have at least some understanding of statistics and research methodology. Without these skills it is virtually impossible to achieve constantly improving organisations, or to achieve the productivity increases which we must all deliver, or to demonstrate convincingly to political masters that we are managing cost effectively. Librarians need to understand that whatever the problem, there is, in all probability a battery of techniques around to address it, and that they should not restrict themselves to library literature in searching for answers. Libraries are not so different from most other sorts of organisations that relevant ideas can't be found in general management and business literature.

8. DEVELOPING OTHER SOURCES OF FUNDS

Economic pressures, and the need for additional funds to achieve excellence, also point to the next set of changes which are taking place in libraries and the next set of skills and attitudes needed. Despite a widespread reluctance to face the facts from much of the profession, the pressures from funding bodies for libraries to contribute more towards their costs continue. In my view it will become increasingly necessary, in order to protect core services and keep access to information free, for libraries to develop at least value added services for which charges are made, even if the final step - into running businesses - is not taken.

In my opinion, and I recognise it may be a controversial one, we need our librarians to have a considerably more entrepreneurial approach than is presently seen. And I should say that I see no conflict between such an approach, and an ability to strongly defend the public right to free access to information; and no conflict between such an approach and a willingness to work towards improved resource-sharing. However, an entrepreneurial approach alone is little use without the financial and business skills to support it. At the State Library of New South Wales we have found it necessary to run training programs in financial management (which don't go astray for all staff), selling techniques (including telephone selling and direct mail), and marketing (again, vital for all staff). A very basic skill for any value-added service is the ability to carry out accurate costing.

Besides revenue-raising, many libraries, with strong encouragement from their funding bodies, are entering the highly competitive fields of fund-raising and sponsorship. It is unfortunate, but true, that many individuals in all levels of government have somewhat unrealistic expectations as to the level of funding which may be raised by libraries from the private sector, and little appreciation of the time and effort required. Nevertheless obtaining sponsorship is a way of helping oneself; and it does have many spin-offs which are extremely positive for the library, including tying the library in much more closely with a whole new set of potential users. It's just necessary to remember that another set of skills again are required from all involved in the fund-raising process.

9. THE NEED FOR COOPERATIVE COLLECTION MANAGEMENT

Economic difficulties plus the explosion in publishing have also put the focus squarely on the need for Australian libraries to think in terms of a cooperative approach to collection management; to develop an attitude whereby they see themselves as an access point for their users to the Distributed National Collection, and to information held anywhere in the world. This in turn means the development of skills for measuring collection strength and collection use, so that we may ensure our core collections closely match likely demand. Then it means developing the reliably rapid inter-library delivery mechanisms which our users will demand before they agree to a more rational cooperative approach to collection building.

What do we need to achieve this? I think we need to build a greater sense of urgency amongst librarians towards meeting users information requests. And we need to develop a greater realisation of the importance for libraries of building an effectively functioning network if we are to continue to be able to meet users' needs, despite the fact that we are each individually purchasing a progressively smaller proportion of the world's publishing output.

10. A CHANGE OF CULTURE : TO THRIVE ON CHANGE

I have by no means covered all the changes we must address. For example, two causes of change which have considerable implications for how we develop our libraries, are the ageing population, and our role as an Asian-Pacific country and we could identify many other causes of change. But at this point I shall return to where I came in, which is that in the light of the degree of change we face, we need organisations which can cope with, create, and thrive on rapid change. For this, we need appropriate skills and attitudes amongst our staff and managers. We need skills in teambuilding, in group problem solving, in handling participative approaches to change; skills in handling recognition and reward systems so that change and experimentation is rewarded; skills in managing communication systems so that the need for change is understood, and successful change promoted within the organisation.

We need staff who accept responsibility for themselves and their personal development, and who recognise that change begins with them. Staff who are willing to take risks; who are service oriented, change oriented; and who are committed and involved. To achieve that we need managers and supervisors who recognise their role in creating an environment in which staff feel they can take risks, and who understand how to empower staff so as to release their full creativity and gain their commitment; managers who can create a shared vision, and obtain the resources needed to achieve it. In other words, we need to achieve a change of culture.

11. IMPLICATIONS FOR EDUCATORS

Having outlined some of the myriad additional skills and attitudes which are, in my view, necessary for managing the changes we are presently facing, how much can we, the practitioners expect of you the educators? The answer is, I think, up to you to address during the next two days. I'd observe that at present it appears to be largely up to practitioners to develop amongst our staff the skills, attitudes and knowledge I've outlined. It's also true that although some of what I have covered consisted of skills which can be taught in such courses as Administration, or Research Methods, much of what I've mentioned consisted of attitudes and behaviours, and these are clearly much more difficult to teach. However, in my view, a great deal depends on how content is taught: that is, on the attitudes and expectations conveyed along with the subject matter. But this an area for your expertise, and here I hand over to you.

HUMAN APSECTS OF ORGANISATIONAL INFORMATION PROCESSING: IMPLICATIONS FOR EDUCATING INFORMATION PROFESSIONALS

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As librarians, library educators or library managers, we have a tendency to conceive information in its physical resource form: books, journals, or audio-visual materials on shelves, or in electronic form in a CD-ROM disk or accesing an online database from a computer terminal. Our own professional training has inculcated this view, and we, in turn, impart it to those we train. The library and information science literatures reinforce this world view.

Let me contrast this with our own information gathering habits. Imagine for a moment that you at work, seeking a discrete piece of information related to your work. Where do you tend to go first for that information? Certainly, your answer will depend on the type of information you have in mind. However, I guarantee that nine times out of ten, you will first seek out a close-to-hand personal source, someone working in your area or an adjacent office, the department's secretary or administrative officer; or you will reach out for the phone to contact a colleague you know has that information. And in many cases the information you sought was available also in a convenient physical source: in a nearby file, or in a book on your own reference shelf.

Reasons for preferring personal sources of information are many, e.g.:

- A natural human need for social interaction, for developing meaningful relationships with others;
- A desire to establish or promote a conducive and mutually supportive working climate, to nurture personal links through frequent interaction;
- Laziness: when it seems easier to call out and ask someone rather than spend time and effort locating the answer personally;
- The quickest means of procuring the desired information;
- The most efficient means of procuring the desired information, avoiding problems of information overload required in the process of identifying, sifting and evaluating information sources;
- Expert advice from someone who is more familiar with the area than you are;
- They may provide more up-to-date information than available in physical sources;
- They add value to information, interpreting its meaning and significance in a particular context.

We accept that human information sources constitute the primary source of satisfying our information needs at work, or in our daily lives, yet manifest a logical inconsistency in expecting that those within our organisations will appreciate the intrinsic value of information stored within the walls of our libraries, will make high

use of our resources, and will support us in our endeavours to maintain budgets in a time of recession.

It is my belief that in library and information studies courses we have never done justice to teaching our students the centrality, importance and value of people as information sources. While we may briefly mention personal sources in passing in an introductory lecture on reference work, or incorporate an element on communication processes or the information lifecycle, it is the physical resource dimension of information that pervades most of our teaching. Few courses effectively link human sources with physical information resources by demonstrating the place and complementary nature of each. In so doing, we produce graduates who have unrealistic expectations of their roles as information professionals in their organisations, and set them up for feelings of disappointment, disillusionment, of being undervalued by their employers and potential clients.

There is a large body of literature relating to human apects of information processing which has been largely ignored, or at least insufficiently emphasised, in our courses. In this brief session, I have no possibility of addressing the substantive content of this material, but I will indicate some of the component areas:

- Human information processing literature derived from a cognitive psychology framework
- Decision theory approaches to management decision making
- End-user computing literature
- Informal networks/informal information sources (sociological and social psychological perspectives)
- Informational role of organisational culture
  - dominant culture approach (sociological perspective)
  - cultural diversity approach (social psychological perspective)
- Organisational climate
- Organisational information processing literature (management, organisational theory/behaviour, organisational communications sources), e.g.:
  - human information sources in models of organisational information processing
  - the nature of managerial work
  - strategic decision processes in organisations

I have recently written a review article for the forthcoming volume of *ARIST* entitled 'Human networks in organisational information processing', covering much of this material.

Some general conclusions from this literature:

Traditionally, the major focus in the library and information science literatures has been on the physical nature of the information resource and its enabling technology rather than on the 'soft', more qualitative, human aspects of information processing. Understanding the human factors behind information transfer, and the nature and role of informal communication networks in organisations, including the primacy of interpersonal sources of information, is crucial to the effective management of the organisational information resource.

Recognising the human phenomenon in organisational information processing in no way diminishes the value of organisational information systems and services, but it does lead the information professional to reassess his or her role, aspects of service and expectations of usage.

Despite significant advances in end-user computing making information systems much easier to use, the overwhelming preference for human as opposed to documentary or computer-based information sources in organisations would appear to indicate that information professionals will have an ongoing role as information intermediaries, human links between organisational members and recorded sources of data, provided they understand human factors in information processing, and utilise effectively informal networks.

The literature on informal networks in organisations highlights the fallacy of the ideal of providing *direct* access to information for all members of an organisation. However, an information service may permeate *indirectly* to most employees through the mediation of certain high information consumers who act as 'communication stars' within the organisation, transmitting the content of information they assimilate to their work colleagues. One of the major challenges for the information professional is to be able to identify these individuals, and to work through them to others within the organisation. According to the '80/20 Law', maximum gains can be made through selectively targetting those who are likely to yield the highest returns, rather than dissipating energy unnecessarily.

It is important to recognise that different types of information sources and communication media will be appropriate to different situations, organisational levels, or employee groups. Computer-based information systems and documentary sources will tend to be used more extensively by those in middle-level management or professional/support roles than by senior executives facing high degrees of 'equivocality'. Organisational information systems are suited to handling routine operational data, but are unlikely to meet many information needs for strategic planning. Some recent technological developments, e.g. group decision support systems, are more suited to the information requirements of executives.

Information systems, especially those intended for executives, need to be designed to accommodate human information processing styles, and the realities of management decision making processes. For too long, systems development has been driven by hardware and software concerns, more than by the information needs and information usage habits of the target group.

Much recent literature has focused on the relatively new role of the CIO (Chief Information Officer) within an organisation. The primary responsibility of this senior information position should be the coordination of the organisation's *total* information resource, including its people. Analysing information flows through interpersonal communications networks inside and outside the organisation, and diagnosing information needs and patterns of information/media usage, are as central to this function as designing, evaluating and managing automated information systems.

Some implications of this literature for the education of library and information professionals:

The research findings relating to human aspects of organisational information processing pose definite challenges for the education of information managers and other information professionals. Mintzberg (1973)[1] argued that although there is a place for educating managers in 'specialisms' such as finance, operations research or marketing, more attention needs to be devoted to developing generic skills such as personal networking techniques, developing peer relationships, negotiation and conflict resolution skills, establishing information networks, and enhancing information processing skills. This has been done increasingly in management courses. A recent trend is to prefer senior managers to be generalists rather than specialists.

A similar argument can be made for with information professionals. Although it is essential that library and information science courses develop the requisite technical and information systems skills, other more generic skills such as those mentioned by Mintzberg are just as important, and need to be explicitly incorporated into curricula.

Library and information science educators need to identify precisely what skills are required at different professional levels, and how these skills are best acquired. Formal research projects, and professional collaboration is urgently needed in this area. One valuable outcome from this Conference would be some definite recommendations on how the human element of information processing can be better integrated into our courses, so that we produce graduates who are capable of effectively managing an organisation's *total* information resource.

[1] Mintzberg, Henry. *The Nature of Managerial Work*. Englewood Cliffs NJ: Prentice-Hall; c1973.

AMALGAMATIONS AND THE IMPLICATIONS FOR LIBRARY EDUCATION

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SUMMARY: Formal professional library education cannot provide all the skills required to cope with amalgamations of libraries. The need for specific skills to assist librarians facing amalgamations are identified, aiming principally at library managers. The needs include management training and a knowledge of organisational dynamics; personnel and communication skills; the need for flexible thinking; an understanding of the broad range of library services and the interactions between them; and knowledge of internal library policies and basic library technologies. A combination of training (initial professional education, additional tertiary studies and continuing education programs) is seen as appropriate in educating for library amalgamations. Professional experience, in addition to education, is also required to deal with many amalgamation issues.

1. INTRODUCTION

Thinking about the content of this paper over a number of months, I came to the conclusion that you cannot educate librarians for amalgamations *per se*! However, through a range of educational processes, it is possible to assist library professionals to gain the skills required to cope with amalgamations, and to turn amalgamations into a positive growth experience - for the organisation and the individuals it employs.

This paper is directed primarily towards education for library managers or those who are deeply involved in amalgamation decision-making. However, some of the areas are pertinent to any librarian who is working in an amalgamating library.

To address the topic it is necessary to understand what amalgamations are and what effects the process of organisational consolidation has on the organisation and its employees. But even before this is covered, it is appropriate to define what kind of amalgamations I am discussing.

2. AMALGAMATIONS OF WHAT AND WHY

I am taking a narrow view of amalgamations: I am dealing specifically with amalgamations within the Australian higher education sector. Although the implications are similar in any organisational consolidation, by focusing on amalgamations within the higher education sector, it is possible to focus on some of the important issues which confront librarians when faced with amalgamations.

Why have amalgamations occurred? Human nature as it is, it seems easier to accept change (that is amalgamation) if a rational

explanation can be given to, and accepted by, the individuals involved.

I was going to provide details, by way of background, of the two major rounds of amalgamations in the Australian higher education sector - the 1981-82 amalgamations of single-purpose institutions (mainly teachers colleges) into multi-purpose or multi-campus institutions and the current Dawkins (1988) era which has resulted in the unification of the higher education sector by eliminating the so-called binary divide which separated universities and "the rest". However, I refer you to Harman (1983, 1986), Harman and Meek (1988), Linke (1983) and McKnight (1990) for details on these amalgamations and the rationale proposed for them. Suffice to say the reasons for amalgamations are political, often based (incorrectly, in my opinion) on achieving economies of scale, and have little to do with "good" educational rationale.

This being the case, I come to a dilemma in addressing this topic - how can you educate people to accept that political and bureaucratic decision-making, rather than "good" rational explanations (for example "educational benefit"; "greater and more diverse opportunities") are the reasons they find themselves in an amalgamation? Knowing how the games are played often assists the onlooker as well as the players! So perhaps a smattering of public administration needs to be included in the education program?

3. EDUCATIONAL IMPLICATIONS

Amalgamations are about change - organisational change. Amalgamations are also about institutional culture, the services provided, the clients served, and the procedures, techniques and technologies employed to deliver those services to the clients. Most importantly, amalgamations are about PEOPLE.

3.1 Management Training

Because of the "people" factor in amalgamations, I see, as major areas for formal library education, units which focus on people skills and organisational dynamics. These studies are probably grouped under a general management subject.

When discussing librarianship with fieldwork students, I always make a point of emphasising the "people" side of the profession, not just from the client perspective, but also emphasising that so much of our work is performed in teams. We are either part of a team, supervising a team or managing a team. Well-developed "people skills" are required to work effectively in these groups. In an amalgamation situation there are new people to interact with, new teams to be developed, new procedures to be agreed and implemented and the list goes on.

Amalgamations usually result in winners and losers. Knowing how to deal with people's frustration, anger and resentment, and trying to find positive outcomes for each staff member is a real challenge. While many of our inter-personal skills are innate, training in counselling, interviewing and negotiating could be beneficial. There are other areas for training which could be added to this short list. These are the types of training which can be organised

as part of a continuing education program or as staff development exercises associated directly with the amalgamation. Formal education in management or business, which emphasises these skill areas in addition to librarianship, would be a distinct advantage!

The ability to plan and undertake problem solving is vital for people involved in implementing a merger of two or more libraries. Basic management training incorporates the planning and problem solving processes. Some organisations have a corporate way of undertaking the planning process, such as the Kepner and Tregoe (1981) "rational manager" approach, in which case in-service training courses are conducted in the processes of that particular approach to planning. Indeed, special in-house training courses, conducted for key players in the amalgamation process, are a useful way of refreshing skills and teaching new skills which are required at such a time.

3.2 Understanding Organisational Dynamics

An understanding of organisational dynamics is essential in dealing with amalgamations. There are three possible outcomes when organisations consolidate (McKnight, 1990, p.86):

1. Organisation A + Organisation B = Organisation C
2. Organisation A + Organisation B = Organisation A or B
3. Organisation A + Organisation B = Organisation A + B.

Depending on the outcome, the concept of winners and losers arises again. Those that feel dominated in the new partnership will feel less secure and more likely to resent the changes. Cultural differences between the two merging organisations can also affect staff morale, particularly where there is a pronounced difference "in the way things are done" by what is seen as the dominant partner of the amalgamation. Resistance to change can be expected where the new environment is significantly different from the previous one.

Coping with these personal factors, however, is only one side of organisational dynamics. Playing organisational politics to influence the way the merged organisation moves may be a crucial game in gaining the "best" outcome for the library. To whom does the chief librarian report? What autonomy is given to the library? How is the annual funding allocated? How does one gain this knowledge if not from experience? Understanding the theory of organisational dynamics is only part of the equation - you have to know what outcomes you want as well!

The ability to identify who are likely to be change agents (ones who will assist the rest of the employees to accept the changes) and those who are likely to obstruct the amalgamation would be of value to any manager involved with amalgamations. By understanding the structure of the organisation and observing the key players, such persons may be identified, worked with (or neutralised!).

3.3 Communication Skills

Effective communication is inextricably linked to management training. Without the skills to communicate the best intentions cannot be conveyed. Both oral and written communication skills must

be highly developed in order to deal effectively with amalgamation issues.

Again these skills can be introduced as part of the formal professional training or as staff development/continuing education programs. However, again there is the dilemma of experience (and common sense and diplomacy) versus formal training. Knowing how to say something is only part of the battle - knowing what to say is just as important. Amalgamations can result in highly charged issues which require negotiation, decision-making and implementation. Gaining support for changes can be greatly affected by the manner in which decisions are made and conveyed. If you want to get off on the wrong foot with your new partner, just bluntly tell them what is going to happen!

3.4 Flexibility

Coping with change is about flexibility. How do you train people to be flexible in their outlook? I have pondered this one for quite a while. My conclusion is that it has a lot to do with the attitude of the educators, mentors and superiors with whom we associate. It is instilling a notion that change is exciting, challenging, not to be feared but to be taken as an opportunity to "do things better". The challenge is to educate librarians to be flexible and accept change (amalgamations and all the implications) and to maximise the opportunities it offers. Perhaps, being cynical, we should also be addressing the issue of educating librarians to cope with dis-amalgamations, if the current range of mixed marriages have not been made in heaven!

Amalgamations provide opportunities for review, for re-assessment and for looking towards the future. They can be very exciting times or absolutely miserable times, depending on your personal outlook (and management of course). Encouraging positive thinking about change (didn't someone write a book about that?) is about educational philosophy and organisational culture. Amalgamating libraries and their parent organisations, and the educational establishment charged with producing professional librarians, have a part to play here.

3.5 Knowledge of Library Operations and Policies

At last, the "bread and butter" of library education. Again, experience and formal education play a part. Initial library education must provide an overview of all aspects of a library's operations and identify the inter-related nature of so many of the services provided today.

Amalgamations place an enormous stress on library services, particularly when the amalgamations result in multi-campus environments. There will always be debate over such issues as: centralisation versus de-centralisation of technical services operations; the question of whether clients will be offered identical information services at all locations; decisions about the standardisation of lending policies; decisions about combining bibliographic catalogues; collection development issues such as how to develop a teaching collection to a research level collection and at the expense of what; whether there is a need for additional

services, such as inter-campus loans and photocopying services and the associated courier implications, for example.

Formal education cannot equip a librarian to make the "right" decisions in all these cases. However, a well-balanced basic training will have set the scene for understanding some of the implications and ramifications of these types of issues which will need resolution in a consolidating organisation.

Many of the issues which will come up for debate within the library will be influenced by the rationale for the amalgamation. In the case of merging colleges and institutes with universities, providing resources and infrastructure to support increased or new research areas will influence the library's actions on collection development and the provision of information services. Whether courses will be taught on-campus or off-campus will also influence services. Existing arrangements with other organisations in the area will have to be considered when modifying lending and access policies for the new organisation. No amount of formal education will help a librarian in these situations except by equipping the person with an inquiring mind so as to know that questions have to be asked, background researched, and people consulted before final decisions are made.

3.6 Technology and Amalgamating Libraries

Initial library training must introduce the fundamentals of library technologies. However, it is the more specialised aspects of computing, particularly communication technology, which have the greatest impact on merging institutions. My advice is "leave this to the experts". Know enough to know what to ask for, for example: linking the remote campus to the central bibliographic database; providing electronic-mail facilities to all locations; installing CD-ROMS on a local area or wide area network. How it is done should be recommended by those who really know what they are talking about. If you happen to have a librarian in your midst with computing qualification, lucky you!

4. AMALGAMATIONS AS EDUCATIONAL RESOURCE MATERIAL

Given that amalgamations of higher education institutions are currently "flavour of the month" and many librarianship graduates will find employment in the tertiary education sector, is it worthwhile incorporating case studies of library amalgamations into library management studies? Perhaps some educators already do it. There are proceedings of at least two Australian conferences available on the subject (Cook, 1990 and Peguero, 1982) which would provide valuable background information. And chief librarians are usually only too willing to discuss such issues with students. Studying "real" management issues, which are easily identified with, may be a beneficial adjunct to formal management training.

There is ample room for research into library amalgamations, particularly into the financial impacts on library budgets and career structures for staff. The question of how to dis-amalgamate has not yet been canvassed to my knowledge. This may become a real issue in the next 10 years if the existing unified tertiary

education sector is dismantled in favour of a new (political) policy initiative.

5. CONCLUSIONS

It is very difficult, indeed impossible, to be prescriptive about how to go about educating for amalgamations. Clearly there are two distinct groups involved in merging organisations. The first involves those librarians who are simply caught up in the amalgamation process by the fact that they are employed in one of the consolidating institutions. Librarians need skills to cope with change - to accept change as a welcome opportunity to broaden their experiences. They need some "people skills" to interact sensitively with peers in the other institution or institutions. If they have a good basic grounding in all facets of librarianship they will also be able to make worthwhile contributions to merger working parties which, invariably, are established to develop recommendations for senior management to consider with regard to post-amalgamation services and procedures.

The second group involves library management - those who have to make decisions about the amalgamating libraries. A wide range of skills are identified which will assist in the process of amalgamation. Common sense, however, is also a good trait to have when dealing with amalgamations. No one can teach common sense! Experience also is one of those things that is gained from life, rather than any formal process.

My final comment would be the importance of developing a culture which is receptive to change and that emphasises lateral and flexible thinking. Amalgamations involve people and politics. It follows, therefore, that there can be no right or wrong answers when dealing with amalgamation issues. Each situation will be unique - the people involved will be different; the motive for the merger will be different; the expectations will be different; the resources will be different. Places of higher learning have the capacity to develop and nurture this type of thinking. Library educators must be alert to their need to foster this environment for all their students.

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INDUSTRIAL ISSUES

by Tom McKeown, Industrial Officer, ALIA

1. INTRODUCTION

The purpose of this paper is to highlight some of the major industrial issues facing Australia in the early nineties. This will bring together questions relating to pay, union coverage, skill formation and the flexibility of employees. My paper will not comment substantially on the implications for the library and information services sector but will hopefully be of assistance to the following speakers in that task.

I will address this topic in four sections, looking at (i) the relevance of the topic, (ii) the implications of the 1991 National Wage Case decision (iii) future prospects under a conservative government and (iv) how the award restructuring process is developing in practice.

2. MAIN TEXT

2.1 The Relevance of Industrial Relations

This may not appear to be a logical sequence for the discussion, but I think my reasons will become clear as the paper unfolds. I believe that when the programme for this conference was decided upon, it was felt that by now more may have been achieved in the area of award restructuring and associated development of competency standards. If this was so then we would have had more 'results' to talk about.

This implication was given by deadlines set by the Industrial Relations Commission and state industrial relations tribunals. Pay rises were to follow unions and employers reaching agreements regarding the application of the structural efficiency principle in restructuring industrial awards.

However the process has not been finalised within the set period of time. On the one hand the industrial tribunals have awarded pay rises for provisional negotiations rather than completed new awards. On the other hand where there has been a poor relationship between employers and unions negotiations have not proceeded far enough for pay rises to be granted by the various tribunals. Stalling has been attractive to employers hit financially by the recession. There have also been some unions who have been less than fully committed to the process.

The associated topic of competency standards will be discussed in the first section of the paper.

2.2 The National Wage Case

I would now like to discuss the implications of the 1991 National Wage Case decision brought down by the Industrial Relations Commission. This paper is being written in the shadow of the Commission decision being taken and events may have changed greatly by the time of the conference. At the time of writing the decision has been rejected by the ACTU and the Federal Government.

2.2.1 Background

The Commission decision allowed for a 2.5% increase in award pay and requested a clarification of the concepts involved in enterprise bargaining (ALLR 1991). In making this decision the Commission declined to accept the joint submission from the ACTU and the Federal Government which contained a range of measures agreed to under the Accord Mark VI.

The Accord deal called for a flat $12 per week wage rise, further rise in return for productivity increases arising from implementing award restructuring at the enterprise level and an increase in occupational superannuation (Davis, M. 1991). The Commission statement that the parties were not mature enough for enterprise bargaining gained much attention in the media.

For the latter half of the 1980's the conservative side of politics and business organisations have been calling for moves towards enterprise bargaining (Angwin & McLaughlin, 1990). Now the ACTU and the Federal Government have joined in the call for enterprise bargaining and have acted outraged at the Commission decision. The business community has now changed tack and applauded the decision, supporting the centralised wage fixing approach because it offers lower wage rates.

It is no wonder that people are confused as to who actually supports what given that the various players are changing their positions fairly rapidly. Of course the recession means that employers have found the lower pay increase in the Commission decision attractive. The productivity gains available under the Accord would take some time to be realised.

The ACTU and the Federal Government have sought to declare the Commission an irrelevant obstruction. The ACTU has said that no further award restructuring or productivity gains will proceed in exchange for the low pay rise on offer. I believe this to be the important question for this paper: given this confusion will award restructuring continue?

2.2.2 Will award restructuring continue?

The ACTU has labelled the Commission decision an impediment. Bob Hawke in a marathon overnight bargaining session has negotiated a wages and productivity deal for the waterfront which bypassed the Industrial Relations Commission but follow the Commisions own 1989 structural efficiency principle (Davis 1991). At the time of writing a similar deal has been struck for the Australian public service.

Thus the cracks are appearing fairly early. It is expected that some recession-hit employers will resist any further pay rises. We may be headed for a period of industrial action, poor relations between employers and unions and a temporary suspension in the award restructuring movement.

However over a longer time frame it is inevitable that change will continue. The debate will occur over how productivity can be increased, what changes are required and what exactly is enterprise bargaining. An examination of these questions may start from looking at the Commissions reasons given for their decision.

2.2.3 The reasons for the decision

The Commission advanced several reasons why it would not support a move towards enterprise bargaining. One was that many of the award restructuring exercises commenced under the 1989 wage case round have not yet been completed and that many unresolved issues required further debate. Library staff in Australia are covered by over 60 awards. By my estimation less than ten awards have been restructured to a point of having new pay and classification structures.

Certainly the time required to implement changes on the job has probably been underestimated. On the Dutch waterfront it had taken eight years for award restructuring-style productivity changes to be negotiated (Reynolds 1991).

It was also suggested people were talking about different things when using the term enterprise bargaining. I think this is clearly the case. I have to this point declined to define the term for this very reason. It would be more instructive to perhaps identify the underlying debate over the use of the term and examine the policies of the industrial parties.

2.2.4 The underlying debate - ACTU position

The ACTU position is reasonably clear. It could be following a policy of what could be termed "award modernisation". Awards are to be restructured allowing broadbanding and multiskilling. These measures are designed to provide a skilled and productive work force. This philosophy underpins the structured efficiency principle.

Organisationally the ACTU is committed to reducing the number of unions by amalgamations. A target of 20 large unions has been set. It is expected that unions will rationalise their coverage by exchanging members and in some cases vacating an industry so that one union has coverage (ACTU 1989).

In respect of pay bargaining the ACTU envisages the Industrial Relations Commission setting minimum standards, but these large industry based unions would bargain with individual enterprises for productivity based payments. This is bargaining for benefits above a Commission set minimum. Given the Accord the ALP Government is supporting this policy.

2.2.5 Employer attitudes

On the other side of the fence a range of options are being considered. One significant group of employers, the Metal Trades Industry Association does not favour moves towards enterprise bargaining (Anderson 1991). Although their arguments were largely accepted by the Industrial Relations Commission in its recent decision, this industry group is somewhat alone in its views.

The Business Council of Australia has throughout the late 1980's argued for the reform of Australia's industrial relations. It has suggested that the current bargaining structures are a barrier to productivity and international competitiveness (Angwin & McLaughlin, 1991). The BLA prescription includes

- one union per workplace, and
- an opportunity for firms to opt out of the award system and put in place voluntary agreements.

A reason given for these changes is that "enterprises must have more flexibility than is emerging under the predominant multi-employer award system" (Angwin & McLaughlin).

At this point the motion of flexibility draws us away from a discussion over pay. Of course pay systems may be flexible, but what has also been pit on the agenda is the flexible organisation of work. This raises the question of restrictive work practices.

Four types of flexibility have been identified (Goodwin & Maconachie, 1990). They are wage flexibility, numerical flexibility, techno-organisational flexibility and procedural flexibility.

Wage flexibility for an enterprise may have a macro-economic dimension, ie. the adjustment of wages to external changes such as the cost of ....

Micro-flexibility would allow wages to be linked to the profitability or productivity of an enterprise, or linked to an individuals performance. Performance appraisal is both a supervisory mechanism and a reward mechanism.

Numerical flexibility involves allowing management to vary staffing levels as required. This involves the use of temporary workers and contract employees. Unions will often have agreements on such matters as the ratio of permanent to casual staff.

Techno-organisational flexibility involves the application of new equipment and skilled staff. It is the flexibility gained from multi-skilling and re-training. Procedural flexibility refers to the bargaining structures involved in work organisation. This flexibility may be gained through enterprise agreements sactioned by industrial tribunals or through deregulated bargaining which reasserts managerial prerogative and the law of contract (Goodwin and Maconachie, 1991).

If this discussion appears somewhat technical, managerial prerogative is the existing norm for private sector libraries in Australia. There are no industrial awards. It is the right of management to decide whether or not they employ a librarian for their library or information service. As we know library technicians or unqualified people are employed to manage libraries (LIFE Survey 1990).

2.2.6 Some comparisons

To sum up this section there are two broadly opposing views on enterprise bargaining. Though primarily described in terms of bargaining structures and pay outcomes, the views concern the composition of the work force and the degree of managerial choice.

In the ACTU scenario wages are to be paid on the basis of qualifications, training, skill and competencies with enterprise bargaining to allow additional wage payments above this Commission-set structure. In the Business Council of Australia's view wages would be best paid according to enterprise performance with individual managements to decide the composition of their work forces, the nature of skills acquired and the level of pay rewards.

3. PROSPECTS FOR A COALITION GOVERNMENT

It is worth considering what would happen to award restructuring and the national competency standard framework if a coalition government was elected federally. There appears to be little future for award restructuring in such a case given the coalition policy to deregulate industrial relations.

The Federal Opposition advocates enterprise bargaining and defines it as

> "a system of voluntary agreements between employers and workers which are struck without the mandatory intervention of either industrial tribunals or trade unions. Enterprise unions are acceptable though voluntary unionism is enforced. (The Opposition) ... makes provision for a minimum wage." (Anderson 1991)

I do not think that this necessarily spells the end of reforms in the area of training. There are three points worth considering. There is the very likely prospect of the Australian Democrats holding the balance of power in the Senate. They are "pro-training" in outlook.

Also, one of the authors of the Business Council of Australia report on enterprise bargaining, Frederick Hilmer has in another publication recognised the need for skills formation standards in Australia (Hilmer 1989). Hilmer acknowledges the separation between "core" skills and "enterprise-specific"

skills. This is very similar to the National Training Boards use of the terminology.

Finally, I would like to point out that the National Training Reform Strategy has the support of all State Governments including the Greiner government in NSW. This gives some support to the idea that training initiatives will be maintained, though a change of government federally could always lead to a change of thinking.

4. PROGRESS OF THE REFORM PROCESS

I have left this section till last because it is perhaps a more positive thing to look at rather than the intricacies of debate over the Commission's pay decision.

The National Training Board is now operative. It has released guidelines on the competency standards framework for occupations. It is accepting applications from bodies to have standards advice accepted as nationally endorsed competencies.

The National Training Board is not advertising its work very loudly. I have been told that some competencies have been accepted, but have not seen public notice of this. Fay Nicholson may take up the educational implications of this process.

I would like to give one example of how these competency standards will interact with education and training. In the metal industry prior learning (ie. unaccredited knowledge learnt on the job) will be assessed according to the competency standards (Metal Worker, 1991). In this way credit may be given towards trade, technical and professional level qualifications.

If no credit is provided advancement along each rank of the metal industry is conditional on receiving 320 hours of training. This 320 hours of training may be done in eight modules of 40 hours. On completion of the eight modules an employee will receive an Engineering Production Certificate. An employee may gain a number of these production certificates and receive credit for diploma and degree level study.

I think this raises the question of credit transfer for library and information studies. Over recent years the Board of Education has encouraged credit transfer for Library Technicians undertaking professional level study. In the future assessment of prior learning programs may allow for credit to be given to people entering library technician courses.

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MULTISKILLING :

IMPLICATIONS FOR LIBRARY AND

INFORMATION SCIENCE EDUCATION.

Fay Nicholson

Library Consultant
Chairperson, ALIA Board of Education, 1990

INTRODUCTION

The principle of Structural Efficiency adopted by the Federal Government in 1988 required a fundamental review of awards to improve the efficiency of industry and to provide workers with access to more varied, fulfilling and better paid jobs.

Certain measures were identified which would assist this concept to be implemented. Among those of particular relevance to this section of the conference are:

- establishment of skill-related career paths to provide incentive for skill formation
- elimination of impediments to multiskilling and broadening the range of tasks a worker may perform
- establishment of work patterns to enhance flexibility and efficiency of the industry

This paper will address these measures, and in particular the implications of multiskilling for library and information science education.

Multiskilling can be defined as the acquisition, addition and increase in the level of task related skills and knowledge to enable an individual to perform a wider range of task and functions. This approach will impact on design of jobs, skill requirements, training, redesign of work areas, performance appraisal and evaluation.

The advantages for individuals are seen to be:

- increased job security and career prospects based on broadening of the individuals range of skills
- increased job satisfaction due to variety of tasks, and increased autonomy
- the consultative process between all parties may lead to greater worker participation and therefore commitment and satisfaction.

The advantages for organisations are seen to be:

- the increase in flexibility of organisations to respond to change.
- an increase in the organisations capacity to be productive and innovative
- lessening of demarcation between tasks and jobs.

A number of approaches to multiskilling are possible.

- technical - requiring skills analysis
- functional - aiming at elimination of over specialisation
- vertical - increasing skills in the same area
- horizontal - aiming at acquisition of skills across areas at the same classification range.

Multiskilling presents certain difficulties for the library and information industry where work is undertaken in a variety of contexts, and therefore application of multiskilling is situation specific. Further, work is frequently very specialised and allocated on the basis of professional, or para professional expertise.

Many libraries have addressed the issue of multiskilling both prior to and since the endorsement of the principles. In libraries with a small staff establishment, work patterns are based on staff ability to undertake a range of duties. Their development of skills in more than one specialist area is essential to ensure flexibility and efficiency. In other libraries other strategies have been implemented. Professional staff have been encouraged to extend expertise by working across specialist areas, by job rotation, and by exchange.

SKILLS ANALYSIS

Librarians and library educators have also addressed the issue of skills analysis. In 1990, in a number of states and sectors of the industry, analyses of the skills of librarians were undertaken. Concern at the lack of a national professional approach was raised by a group of librarians at the ALIA Conference in Perth and discussed at their request as a matter of urgency at the October meeting of the Board of Education. The need for a national skills analysis was strongly supported by the Board and subsequently in November by General Council. A formal application was submitted in December by ALIA to the Department of Employment Education and Training for such a study under the Skills Formation Program.

Negotiations for commencement of the study are proceeding with egotiations for commencement of the study are proceeding with employer bodies and relevant unions. It is anticipated that the results will identify overall professional skills which will enable sectors and States to relate their specific needs to a professional standard.

This skills analysis will also assist workplace restructure, where conduct of a skills audit is usually the first step. This initial audit of current skills competencies and knowledge held by staff is then compared to the skills, competencies and knowledge needs to increase efficiency. The identification of required needs will be greatly assisted by the results of the skills analysis, not only for multiskilling purposes but also for the planning of skill-related career paths and training of programs.

Among the issues raised by multiskilling is that of relativity between librarians and other professionals and between librarians and library technicians. The recent Australian Public Service award placed librarians at the same level as other professionals, such as engineers. Career path development and relevant training requirements to maintain
relativity may question the significance of increased specialist skills, particularly with current emphasis on management training.

The relativity of the work of librarians and library technicians will also be raised by a skills analysis. The results will require close examination by the profession, both in the workplace and in initial education programs.

STAFF DEVELOPMENT AND TRAINING

For library managers, multiskilling presents opportunities and challenges. The opportunities lie in deliberate planning of staff development for employers to enable them to acquire skills and to follow career paths. The Training and Guarantee Act has provided a further opportunity to ensure staff have access to training to acquire these additional skills. The challenges lie in the analysis of need, and planning and implementation of an effective program and for the organisation and individual.

Education is probably most frequently undertaken on the job. This requires managers to identify personnel to act as trainers, to ensure they gain the skills required to be a trainer, to allocate appropriate time for effective training and the integration of the newly acquired skills into the workplace.

Another approach to training is planned in-house programs. These may take a range of forms. Total library programs eg. Baillieu Library, University of Melbourne; sectional programs, eg. Latrobe Library, State Library of Victoria; specific skills, eg ABN training. Training can be undertaken by in-house experts,

specialist training consultants, vendors, external courses, seminars and conferences.

Training external to the library is available through courses offered by host institutions, by TAFE and by Universities. Attention by both the tertiary sector and professionals to Masters programs in Library and Information Studies is increasing throughout Australia.

EDUCATIONAL ISSUES

Skills analyses - both the projected ALIA one and those already undertaken identify level and depth of required skills. For the profession this information is essential for the content of initial education courses and for continuing education at all levels. Library educators who maintain close links to the workplace particularly through Course Advisory Committees and contact with supervisors of students on practicum, will be able to more effectively monitor the appropriate level of core skills.

It will be interesting to see what the analysis shows in relation to the relative skills of technicians and professionals. If considerable overlap is demonstrated, should the profession reassess current initial training programs and co-ordinate levels of education in a more formal sequenced manner. The Board of Education encourages library schools to address credit transfer for library technicians who wish to upgrade qualifications to professional level. Further, the Board has addressed the issue of entry to library technician courses by requesting institutions offering courses for library assistants to liaise with technician educators and to modify courses accordingly. However, will entry to education on the basis of experience rather than qualification as suggested under the Structural Efficiency Principle raise questions of the appropriate academic level of qualifications at all levels and for a profession with a strong vocational base diminish the need for demonstration of academic knowledge and skill?

The skills analysis will also demonstrate skills required at supervisory and managerial levels. This information will be of value to library schools in development of their higher degree programs.

While the Training Guarantee Act clearly identifies the employers responsibility, continuing education is also the responsibility of individuals. To ascertain individual members requirements a survey of ALIA members professional development needs was undertaken by the Professional Development Committee of the Board of Education in 1990. The responses to the survey were collated and analysed by Carol Kenchington and a summary of results published in Incite 5/1991. The analysis presents valuable detail of respondents needs by geographic location and employment category, as well as each states response to structured questions.

The Board of Education recognises that professional development courses offered by ALIA Branches and Sections are not co-ordinated in any planned way, are short, once off events, may not relate well to job requirements, and may not be recognised by employers or integrated in the workplace.

These professional development challenges are being addressed. It is planned that the Professional Development Officer will teleconference with Branch PD officers and regional groups to gain an understanding of their requirements, the problems they experience, and possibilities for the role of Head Office. Future planning will be assisted by the development of the Professional Development database, initiated and supported by the Education for Library and Information Services Section. The database will be co-ordinated by ALIA Head Office and will record Professional Development activities in each state. All sections of the profession -Branches, Sections, Special Interest Groups, Libraries and Library Schools will be encouraged to advise Head Office of activities. It is anticipated this record will enable greater access to training information for individuals, access across sectors and development of programs to ensure extension as well as acquisition of skills.

The Board has also addressed the issue of access to training and development. A series of self paced packages are being developed to ensure members are not disadvantaged by distance or lack of release time to attend courses. Each package will contain a voluntary assessment module which will enable individuals to formally demonstrate acquisition of a skill.

ISSUES FOR DISCUSSION

The Structural Efficiency Principle and Multiskilling raise a number of general educational questions.

* Will emphasis on vocational skills devalue entry level qualifications?

* Will specialist expertise be difficult to maintain, develop and demonstrate?

* What will be the relativity between professional librarians and library technicians?

* Will relativity between librarians and other professionals be maintained by additional specialist skills, by additional special qualifications such as higher degrees or by additional managerial rather than vocational skills?

* If specialisation is increasingly undervalued, will deskilling of the profession result?

* If qualifications are mandatory for certain skill levels, should those qualifications be dependent on membership of the professional association rater than the satisfactory completion of courses?

* Further, should professional membership be dependent on demonstration of continuing professional development?

Multiskilling offers many opportunities for our profession. The greater emphasis on education will enable us to demonstrate the broad range of skills held in our profession, as well as the potential of sophisticated levels of skill. This will in turn enable recognition of contribution and expertise and librarians should have greater access to many related areas of work.

In all areas of the profession, in education and at the workplace, for individuals and for employers, multiskilling offers the opportunity to approach change with confidence and to step forward to grasp the vision of our profession.

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PERFORMANCE BASED PAY SYSTEMS

N.A. AMOS.

AUSTRALIAN MINES AND METALS ASSOCIATION (INC.)

1. INTRODUCTION

It is almost universally acknowledged that a major priority for Australia, in both the public and private sectors, is the need to increase productivity and performance at the workplace level. Training and skills enhancement, the introduction of new technologies and changes to existing work practices and arrangements through restructuring are being widely implemented to address this priority.

There is no doubt in my mind that there is considerable scope for Australian enterprises, regardless of size, to obtain significant productivity improvements through the realisation of the flexibility afforded by performance based reward schemes.

"Performance Based Pay Schemes" - Do people really understand what is meant?

Many tout their advantages - Do they really know what is involved?

Many advocate their introduction - Do they know what is involved?

Are such arrangements new? Of course not. Just look at any "Commission" based job or just look at any "Service" based organisation for which there is open competition - no performance, no pay.

I was fortunate when late in 1990 my organisation selected me to lead a small study team to the home of performance based systems - North America. It was in this area that the major "base" performance pay plans originated - the Scanlon Plan of the 1930's, followed by the Rucker Plan and Improshare of the 40's and 60's and more lately the Gainshare concept.

Whole books have been written on these schemes and their variations and careers have been built around their implementation. It is not possible to do more than to give you an overview and some basic rules today.

My eyes were opened in North America and that is the process that I hope I can today start for you. However, in the time available I can do no more than pry the door open just a little.

I will tend to dwell on the North American experience, as the Australian experience is too recent to provide definitive results.

All organisations and enterprises that I visited supported the need to promote rewards being linked with productivity. All were working toward that end. In North America, success was evidenced by the plethora of performance or profit schemes (all individualised) and support for extension of them to other measurable areas (e.g. workers' compensation/sick leave costs). All employer organisations had policy documents on the subject.

It is the extension of these "rewards" to other areas (sometimes to merchandise or even company shares) which leads me to believe that we should be talking of "Performance Based Reward System" not "Performance Based Pay Systems".

2. DEFINITIONS

Of course, Pay for Performance is not new as you will recognise when I enumerate the various types for you, but it must be understood that it is not the traditional schemes which are forming the basis of the current debate.

(a) INDIVIDUAL INCENTIVE

Special payment to an individual for a noteworthy achievement, for example, devising a cost saving measure or an improved procedure.

(b) MERIT BONUS

Payment based on individual performance given in lieu of, or in addition to, a merit increase and never added to base salary.

(c) ORGANISATION-WIDE BONUS

Uniform payment to all or most employees, usually at fiscal year end.

(d) PAY-FOR-KNOWLEDGE

Pay rate based on the number of skills or jobs mastered.

(e) RECOGNITION PROGRAMS

Recognition for individual or group performance consisting of symbolic awards, status awards, cash awards or awards with cash value such as merchandise or travel.

(f) SMALL GROUP INCENTIVE

Uniform award to all members of a group, based on their achievement of a predetermined objective.

(g) TWO-TIER PAY

New hires (Second Tier) are paid at a lower rate than previously hired employees.

(h)CURRENT PROFIT SHARING

Uniform payment to all or most employees based on organisational profitability.

(i)RESTRICTED STOCK/STOCK OPTION

Grants of stock subject to restrictions or stock grants to employees ordinarily not eligible for such awards.

(j)GAINSHARING

Plans designed to measure the productivity of a unit or organisation and to share the value of productivity gains uniformly with all participating employees. Includes Scanlon, Rucker, Improshare, and customised plans.

3. PERFORMANCE BASED PAY MATRIX

From these definitions it is possible to design a "matrix" which diagrammically explains the various schemes. Each of the plans defined above will fall into one of the following groups.

- **OPERATIONAL PLANS** are commonly referred to as Gainsharing or small group incentive plans. They rely on measures tied solely to operating results - typically in the form of performance or producitivity goals. Such measures might include a change in the number of units produced or services provided, greater labour efficiency, a quantifiable cost reduction, or a quality or waste index.

- **FINANCIAL PLANS** fall into the more traditional cash profit sharing category. They generally rely on one measure that reflects the company's overall financial well-being; for instance, level of net income or earnings growth, or a ratio or index such as return on net assets. Some plans use a combination of two such measures. Payouts are based on results in excess of a predetermined threshold or target.

- **BLENDED PLANS** are so named because they include one or more operational measures in conjunction with at least on financial measure. Payouts are either based on a combination of financial and operating improvements and results, or drawn from a bonus pool funded on the basis of financial results alone, with actual award distribution linked to achievement of operational targets. Many of these plans measure performance across organisational levels - taking into account, for example, corporate or division profitability plus local cost or profit centre quality improvement or success in reduction of costs.

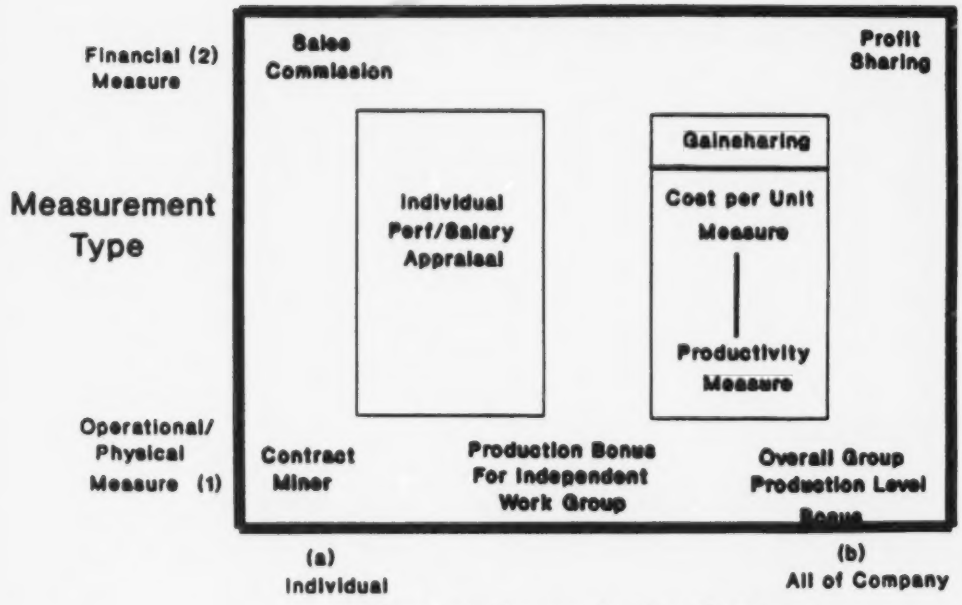
Based on the above definitions, the following table describes the various types of performance based schemes against two principal variables:

(i) The size of the work group involved in the scheme. This will range from (a)-the individual to (b)-an entire company.

(ii) The type of measure used to calculate payments. This will range from (1) operational or physical measures such as product per man per hour to (2) financial measure like gross profit.

N.B. A "blended" scheme would have elements of more than one part of the matrix built into the scheme.

Performance Based Pay Matrix



Having indicated what it is we are talking about we should now move to specifics but in doing so I should emphasize that all schemes rely on the company and the individual knowing what it is that people are being paid to do. Proper job design (or redesign) and evaluation to set an acceptable "base rate" is a critical threshold question for any performance based system.

4. STRATEGIC ISSUES

(a) Macro economic changes have led to a tougher, more volatile market. Companies have to respond to that via micro economic measures.

A "cultural" change conducive to harnessing the skills of all the employees in the organisation in a more flexible and responsive way is essential.

Profit/gainsharing schemes have been proven to be one "tool" to help achieve this cultural climate. Surveys in North America have shown that Management has generally viewed these schemes, where introduced, as being facilitative. Everyone recognised that the schemes needed to be dynamic.

The three significant essentials are:

(i) Labour costs must be more responsive to a volatile business environment and must reflect the real value of the industry sector enterprise;

(ii) Better employee understanding and identification with the business. Employees must know what company objectives are and how pay is related to company performance.

(iii) Work organisation has to be such that it facilitates a desire for employees to be part of a successful business operation. There has to be an involvement and a commitment to produce.

(b) The increased risk inherent in variable pay schemes must be matched by employees having a greater real influence over their input to the business. There is a fundamental change to the concept of "managerial rights" at the direct supervisory level.

Having given employees access to more information about the business and more influence and consultation on the way business is conducted, there can be no turning back.

(C) The result is that variable pay systems present a challenge to management performance.

Managerial performance has to be such that it can manage the system.

(d) The labour relations environment in which the system is introduced has to be conducive to success. An adversarial nature for labour relations is unacceptable.

(e) Performance based systems have to be decentralised to an operational unit to have any chance of success.

5. IMPLEMENTATION / OPERATION / REVIEW

(a) There is a need for early involvement of all the "partners" in the business. This includes management, employees and the union where the employees are unionised. (e.g. via a "design or steering committee")

(b) There is a requirement for unambiguous, up-front management support, perhaps by way of a "Champion" of the scheme. It is essential that the programme is supported by the Chief Executive (who is the preferred "Champion") and fits into the Company growth objective.

(c) Timing - The schemes should be introduced at a time when it can produce a result (e.g. other aspects of the change in management culture should also be in place). The new arrangements must be introduced at a point where they fit into a strategic plan.

(d) Schemes should have a built-in monitoring and review system.

(e) Extensive communication and training to allow all levels of employees to understand and participate are essential.

(f) The management of the introduction of the scheme needs careful control. Regard must be paid to the relationship with other award or agreement negotiations.

6. DESIGN ISSUES

(a) Fundamental Issues

(i) There is no single best design. Each scheme must be custom designed for the company/unit/team.

(ii) The scheme must measure what is important and essential to the company/unit/team (i.e. the real productivity factors). Time spent in this process will pay off. The real productivity factors are not always obvious.

(iii) The scheme has to be capable of being understood by everyone at its introduction. This may require a tradeoff of elegance for simplicity.

(iv) What is measured to produce "the improvement" should be within the "line of sight" of the employees, plus if wished, a "blended" measure of overall company financial success. The "line of sight" measure will usually be "operational". (i.e. under the control of the employee)

(v) The balance between team and individual reward systems should reflect the way the business is actually organised and other components of wage systems already in place in the company.

(vi) The variable element must be genuinely at risk at all times.

(vii) Confidence of the employee in the assessment mechanisms and/or assessor is essential.

(viii) Fundamental to the employee is the periodicity of the review. (i.e. recognition for what has been done and/or motivation for what has yet to be done).

(b) Other Design Issues

- Size of $ outcomes.

  Pay must be for what is actually done (not for being employed). Must be large enough to be motivating and must be seen by the individual to reflect his/her contribution.

- Identification from normal wages as the "performance" reward.

  The variable element is within the control of the participants and is not escalated by an external factor (e.g. metal prices set by an overseas or external market).

- Frequency of payment.

- Extent of coverage of any one scheme.

- Number of schemes.

- Form of compensation (benefits/cash)

- Accessibility to/audit of calculations.

- Calculation and maintenance of base level criteria for measurement of performance.

- Dealing with changes in underlying scheme assumptions.
  e.g. . technology
  . price fluctuations

- Reserve amounts to cover cyclical abnormalities

- Ease and cost of administration, employee involvement in administration.

- Is it to be an add-on payment to current levels or in-lieu of some current payment/increase?

- Absence from work/hours at work - what effect will these have on payments?

- It must be perceived as fair and equitable.

- Clearly identify the basis for payment (i.e. distinguish between payments made for improvements [gain sharing] and payments contingent on an ability to pay [profit sharing]).

- In determining the type of scheme to be adopted "blended" schemes should not be ignored.

7. UNION/EMPLOYEE ATTITUDES - NORTH AMERICAN EXPERIENCE

(a) Generally, unionisation was not a determining factor as to whether a scheme was successful or not.

(b) The schemes have been used by some companies in an attempt to reduce union influence.

(c) Unions/employees will generally support such schemes if consulted and if not, will attempt to circumvent or destroy them. They also preferred the schemes to be part of the award/agreement and insist that they be subject to consultation.

(d) In all areas, the attitude of the "local" union was of greater importance than that of the "national" body.

(e) Overall management impression is that employees see benefit in the schemes, particularly in respect of the more open communication with them. Employees generally confirmed this view.

(f) Supervisors as a group of employees are most affected by individual/team/group schemes and are most likely to be threatened by their introduction. The supervisory role in such schemes must be addressed and adequate training must be given to enable supervisors not only to fulfil a vital role in the management of the schemes but to recognise this role.

(g) Generally, unions tend to acquiesce to, rather than promote, these schemes.

8. SUPPORT MECHANISMS

(a) Substantial training (skill based)

- Basic work skills
- Communication and participation skills
- New supervisory techniques
- Team building exercises (perhaps through the plan itself)
- Basic business/financial planning
- Goal setting/task assignment/assessment

(b) Substantial programme to communicate and explain the scheme.

(c) Where appropriate, establish on-going committees to design, implement, review and monitor the communication programme (perhaps inter disciplinary).

(d) Regular understandable feedback on progress towards the set goals for the plan (company, unit, team).

(e) Tendency to "drift" back to traditional management styles necessitates an active effort being required to guard against this process.

(f) Rigorous recruitment/selection techniques to ensure a match of new employees with the changed management style are essential.

(g) Formal mechanisms and techniques must be designed and put in place to ensure the harnessing of potential employee input.

9. CONCLUSION

I very briefly mentioned earlier that it was my belief that we should be talking "Performance Based Reward Systems" not "Performance Based Pay Systems" Why? Because not only did the "rewards" extend beyond remuneration but in every successful scheme the reward had nothing to do with base pay/salary. It truly was an additional reward for exceptional performance.

Should you try it. Yes, if you think it might assist with productivity improvement - No, if the only motivation is because everyone else is doing it.

RELEVANCE FOR REALITY: WHOSE RESPONSIBILITY?

by Margaret Trask

The words in the title of this paper come from comments made continually by participants at AIMA courses, who seek "relevant" programs with application to the "real" world. Using these key words I want to share my personal comments on professional development issues in "education for change". I have listed ten issues, not in order of importance or priority. As you would expect they arise from my background, particularly of the last six years. I will comment on each, and for some, with more detail.

My issues are:

1. The categorisation of staff in libraries based on educational programs at professional and sub-professional levels coupled with the functional organisation of library work.

2. The minimum movement or exchange of staff, particularly at senior levels, between types of libraries and between different types of work.

3. The development of potential leaders in library and information work.

4. The low priority given to planned development and maintenance programs for library staff.

5. The possible crediting of updating education programs by educational institutions.

6. The involvement of the "industry" in delineating competencies for the range of information work.

7. The methods for keeping abreast of relevant theories and ideas.

8. The development of essential management skills at the operational level.

9. The different emphasis on educational need for individual and institutional human resource development.

10. The leadership and management of transitional and transformational organisation change.

1. CATEGORISATION OF STAFF AND FUNCTIONAL ORGANISATION OF LIBRARY WORK.

This categorisation, differentiating library professional and sub-professional work from other professional and clerical work protects educational achievement and awards, maintains professional standards and the status of a profession and provides the types of staff for the types of structures in many existing organisations.

The last ten years have underscored the need for more than library professional standards to manage and operate the knowledge/information enterprises we are currently involved with.

The functional organisation of library work in broad areas of technical and reader services has supported the goals of library services and provided opportunities for the application of specialised knowledge and expertise. Today both the categorisation of staff and the functional organisation of work need questioning as the most relevant methods for present library-wide plans and strategies.

The very interesting paper by Jennings and others at the ALIA Conference in Perth highlights these issues.[1] Jennings et al emphasize the need for "organisational vitality: the integration of all operations towards the same outcomes and the management of interdependencies between units". Jennings et al speak of the "lack of coordination" and the sectional loyalties in their library, and the formal structure which divided work into a large number of units where, "the skills and competencies of individuals were highly specialised, limiting the capacity for transferring staff between units in response to changing demands in work load".

It is extremely difficult to change the way libraries are organised and change the way staff are organised and managed in libraries. Even if library school programs are providing an organisation-wide approach to key issues, the graduating student, as a new recruit, enters an already existing organisational structure and culture with many years of operational activity, and needs to fit into that structure and culture. A questioning attitude is not always welcomed. Nevertheless the library schools must teach the new theories, the new ideas and concepts and seek to demonstrate their application and evaluation. And this raises the critical importance of the library schools' relationship with the changes occurring in the rethinking, the reorganisation and the rejuvenation of some libraries. There are living case studies against which to test the premise, against which to relate the model. The University of Canberra Library is one such example. This library developed a service strategy: "As distinct from the old formal structure the processes were not functional units or departments and they were not status or authority relationships. Staff from a range of position classifications could be involved together in a process, on the basis of their skills, knowledge, competencies and interests".

A related example, in a very large library, is the application of self management theory to the technical services operations of Yale University Library. J. Richard Hackman's article [2] "The Psychology of Self-management in Organisations" was the stimulus for the Yale development, where Hackman's model of the self-managing performing unit was applied. Hackman describes the behaviour of self-management as:

1. People take personal responsibility for the outcomes of their work and show they feel personally accountable for the results of what they do.

2. People monitor their own performance continuously, actively seeking data and feedback to learn how well they are accomplishing their tasks.

3. People manage their own performance taking corrective action at their own initiative to improve their performance.

4. When people do not have what they need to perform well they actively seek from the organisation the guidance, help, or resources they need for excellent performance and they do so assertively and constructively.

5. People take initiatives to help people in other areas improve their performance, thereby strengthening the policies and performance of the organisation as a whole. And they make sure that their own responsibilities are being met before reaching out to help others.

At Yale [3] staff had little awareness of the complete process for receiving and cataloguing material because of the compartmentalisation of the work flow. The reorganisation plan for technical services "called for small teams of staff performing the full complement of technical services functions for a specific subset of material". The new structure consists of four departments: processing services, database management, preservation and systems. Each department is led by a department head and there are a large number of self-managing teams within departments with a team leader. Teams range in size from four to twelve members and include librarians and support staff. Training played an important part in the preparation. Initial training included sessions for team leaders in skills required for self-management, and team building workshops for all team members on team development, problem solving, self-assessment of personal style, conflict management and team effectiveness. Quite usual HRD topics but in this case the relevance was the staff were about to apply the skills learnt in training in a "real" situation.

Results of the reorganisation to self-managing teams at Yale have been "increased productivity, more effective work flow, high morale and a general positive and upbeat atmosphere in technical services".

2. MINIMUM MOVEMENT OF STAFF

This minimum movement at a senior level is not a new issue. It is created by specific variables like different salary and superannuation schemes as well as size of services. It is also created by intangibles - professional value systems which rank types of libraries and types of library work on a status scale. This has been particularly noticeable in the area of library education where the specific variables of salary and conditions are similar to those in academic and research libraries, yet the movement between even these two areas is minimal. The idea put forward by an earlier speaker of the teaching library could facilitate such needed movement.

3. DEVELOPMENT OF POTENTIAL LEADERS

The lack of movement between library sectors contributes to the lack of possible candidates for top positions in libraries in a country the size of Australia.

The idea of succession planning or the development of potential leaders who will take the jobs some of us now hold, is not always a comfortable one. It is described as elitist, self-fulfilling, the old boy network - but now the old girl network, and other terms. I have been asked on a number of occasions to provide lists of possible future "chiefs". Some of these requests have been from government department heads and vice chancellors, and some from senior librarians. I can usually list 6-10 possible names, people with "potential", but have difficulty in listing the same number who could immediately move into a chief executive job. It is this development of potential leaders which is not happening in any formal sense. Whose responsibility is this? Some might say the present chief executives. There has been comment recently about mentoring - an issue raised over the years. One of the aspects of Jennings' paper I liked was the new role for senior library staff at the University of Canberra, acting as consultants for advice on problem solving in operational units, which would provide relevant experience for more senior positions.

The literature on leadership is prolific and most of us have our favourite writers. Bennis is a favourite of mine with his four major skills of -

* management of attention - vision which creates focus
* management of meaning - organisation of communication particularly of the significance of internal and external events
* management of trust - the glue that binds an organisation together to form a whole
* management of self - knowledge of a leader's own strengths and weaknesses, so as not to need constant approval

These can form a basis for a development program for potential leaders as well as a host of other formal and informal programs but there are certain critical conditions required to make any such program relevant. Conditions such as

* commitment and personal responsibility by potential leaders to take risks in applying for positions, to make moves that develop leadership skills
* acceptance by chief executives and library organisations, such as ALIA and ACLIS, for joint responsibility and encouragement of such development and the provision and financial support for "intern" opportunities.

The ARL programs for interns and for the training of consultants are successful programs developed by the library profession in North America to meet the need for new leaders in academic and research libraries. Australia is not large enough to support specific library type programs but is large enough to need an Australia-wide program if library professionals are to have the relevant skills and experience to be short listed for future chief executives of libraries.

4. LOW PRIORITY OF PLANNED DEVELOPMENT AND MAINTENANCE PROGRAMS FOR LIBRARY STAFF

It has always seemed ironic that our library budgets have included building maintenance, equipment maintenance, preservation and binding of materials but rarely human resource maintenance yet we spend the largest proportion of our budgets on staffing. Perhaps the Training Guarantee (Administration) Act may alter this, but most institutions see this as a means to include items in the 1% that can hardly be labelled "planned development". The linking of strategic planning with operational planning and the outcomes of performance plans and indicators which then highlight the need for planned training and development may provide a better impetus and develop greater responsibility towards the relevance and critical importance of this issue.

5. CREDITING OF UPDATING EDUCATIONAL PROGRAMS

This issue has been discussed many times particularly in relation to maintaining the currency of qualifications through continuing education. Attempts have been made in certain professions to require a number of continuing education credits annually. Recently, with a more flexible approach to advanced standing or credits in tertiary education programs, there have been moves to formally credit updating programs. During a recent visit to England I was interested in schemes operating between large companies and tertiary institutions where "in-house" post-basic programs were given credit in a program operated by Henley Management College. This credit had been negotiated jointly and would eventually mean the total "in house" program would be equivalent to award programs.

There are some dangers for companies, who are not as large as Shell and IBM or do not have the same human resource development staff, to ensure that the purposes of the company, as well as the individual staff member, are met in such arrangements. Some Australian educational institutions are taking the initiative in considering such credit arrangements.

6. THE INVOLVEMENT OF THE INDUSTRY IN DELINEATING COMPETENCIES

The former issue links to this one. In the English example I referred to, these large companies are doing just that, taking responsibility for relevant educational programs to meet their real needs. Again there are dangers, this time for the educational institutions to ensure the standards of such programs. In England there are interesting roles developing for HRD personnel who have formal educational curriculum design experience and academic teaching in management. One such person is employed jointly by a company and the educational institution and acts as the liaison between the two, having expertise and experience recognised by both groups.

A much larger English initiative in developing competencies by "the industry" is the Management Charter Initiative.[4] This initiative was developed by the National Forum for Management Education and Development and identifies through extensive research the standards of management competence, providing British industry with a series of goals and a system of measuring performance. The Implementation Pack enables users to

* identify targets for their own and others' development
* specify competences for the purpose of job descriptions and recruitment

* draw up check-lists of best practice
* develop syllabuses for training courses
* recognise gaps in their organisation's performance

The following two lists give an indication of the published material.

OCCUPATIONAL STANDARDS FOR MANAGERS

KEY PURPOSE: TO ACHIEVE THE ORGANISATION'S OBJECTIVES AND CONTINUOUSLY IMPROVE ITS PERFORMANCE

UNITS OF COMPETENCE AND ASSOCIATED ELEMENTS OF COMPETENCE

UNITS	ELEMENTS
U 1 Maintain and improve service and product operations.	1.1 Maintain operations to meet quality standards. 1.2 Create and maintain the necessary conditions for productive work.
U 2 Contribute to the implementation of change in services, products and systems.	2.1 Contribute to the evaluation of proposed changes to services, products and systems. 2.2 Implement and evaluate changes to services, products and systems.
U 3 Recommend, monitor and control the use of resources.	3.1 Make recommendations for expenditure. 3.2 Monitor and control the use of resources.
U 4 Contribute to the recruitment and selection of personnel.	4.1 Define future personnel requirements. 4.2 Contribute to the assessment and selection of candidates against team and organisational requirements.
U 5 Develop teams, individuals and self to enhance performance.	5.1 Develop and improve teams through planning and activities. 5.2 Identify, review and improve development activities for individuals. 5.3 Develop oneself within the job role.
U 6 Plan, allocate and evaluate work carried out by teams, individuals and staff.	6.1 Set up and update work objectives for teams and individuals. 6.2 Plan activities and determine work methods to achieve objectives. 6.3 Allocate work and evaluate teams, individuals and self against objectives. 6.4 Provide feedback to teams and individuals on their performance.
U 7 Create, maintain and enhance effective working relationships.	7.1 Establish and maintain the trust and support of one's subordinates. 7.2 Establish and maintain the trust and support of one's immediate manager. 7.3 Establish and maintain relationships with colleagues. 7.4 Identify and minimise interpersonal conflict. 7.5 Implement disciplinary and grievance procedures. 7.6 Counsel staff.
U 8 Seek, evaluate and organise information for action.	8.1 Obtain and evaluate information to aid decision making. 8.2 Record and store information.
U 9 Exchange information to solve problems and make decisions.	9.1 Lead meetings and group discussions to solve problems and make decisions. 9.1 Contribute to discussions to solve problems and make decisions. 9.3 Advise and inform others.

MANAGEMENT CHARTER
PERSONAL COMPETENCIES

. Concern for Excellence

. Setting and Prioritising Objectives

. Monitoring and Responding to Actual as Against Planned Activities

. Showing Sensitivity to the Needs of Others

. Relating to Others

. Obtaining the Commitment of Others

. Presenting Oneself Positively to Others

. Showing Personal Confidence and Personal Drive

. Managing Personal Emotions and Stress

7. KEEPING ABREAST OF RELEVANT THEORIES AND IDEAS

This is a continuing concern of participants at AIMA courses. It appears this is not emphasised by library managers in any formal way. However it also appears that professionals themselves do not always accept responsibility for keeping up to date. There is evidence that a large percentage of the professional staff in our libraries do not continue to read in depth on professional and management issues after their initial education. We can argue about whose responsibility it is but we desperately need methods to make it possible. Librarians are exceptionally well placed to provide a relevant SDI service to themselves, which draws co-operatively on staff with expertise in library schools and libraries. Is this a responsibility for ALIA or ?

8. THE DEVELOPMENT OF ESSENTIAL MANAGEMENT SKILLS AT OPERATIONAL LEVEL

In commencing AIMA programs I drew heavily on the experience in the U.S. with ARL/OMS programs as there was no Australian list of essential management skills for libraries. Over the seven years the programs have been refined, and developed using the input and feedback of participants and their managers as well as drawing from the wealth of general management literature - theories, models, techniques.

The topics covered in AIMA Institutes are now as follows:

Institute Topics

. THE ORGANISATION

Diagnosis
Performance
Culture
Values
Communication
Success, excellence
Change process

. THE TEAM

Motivation
Group decision making
Team planning
Co-operation, Collaboration
Building teams
Self-managing teams

. THE PERSON

Self-concept
Work behavioural style
Trust development
Power, Empowerment
Management style
Conflict, Negotiation
Leadership

The topics provided through Special Focus Workshops - largely in-house programs - are now as follows:

Workshop Skills Topics

. ORGANISATIONAL SKILLS for beginning librarians

. STRATEGIC PLANNING

. OPERATIONAL PLANNING

. PERFORMANCE APPRAISAL

. STAFF TRAINING & DEVELOPMENT
& CAREER PLANNING

. SUPERVISORY SKILLS

. COMMUNICATION SKILLS

. PROBLEM SOLVING SKILLS

. TIME MANAGEMENT

. WORKING TOGETHER

. MOTIVATING STAFF

. CONFLICT MANAGEMENT & NEGOTIATION

. ORGANISATIONAL CHANGE

. INNOVATION & CREATIVITY

Australian material is now available e.g. the SES requirements for core skills put out by the Australian Public Service Commission. Similarly the Management Charter Initiative in England provides management skill listings for four levels in its published materials.

There is now a plethora of material backed by research and evaluation to draw from. What is largely missing is a relevant planned program within each library, which enables staff to develop the skills from a variety of sources, internal and external, in time to apply them in real situations.

9. DIFFERENT EMPHASIS ON EDUCATIONAL NEED FOR INDIVIDUAL AND INSTITUTIONAL HUMAN RESOURCE DEVELOPMENT.

It is always difficult to balance these two needs and it raises the question of the responsibility of individuals for their own development at their own cost and in their own time when their required development needs fall outside those of the institution.

There has been a tendency in Australia for professional staff to expect the institution to provide for their entire development. This of course is assisted by the expectancy of many professionals to stay with the one institution for their whole career.

10. LEADERSHIP AND MANAGEMENT OF TRANSITIONAL AND TRANSFORMATIONAL ORGANISATIONAL CHANGE

This has been and still is a major challenge for us. Many of the issues raised previously suggest why this has been such an issue. From the HRD viewpoint Australian libraries were just not prepared for the enormous changes that have taken place. People who came into the library profession came for reasons and values almost totally opposed to those being propounded now, so it is no wonder they work hard against the needed transformation.

There has been, and still is a view expressed by some chief executives that leadership and management are synonymous and reside in one person. Consequently there can be a "one person band" approach to leading and managing with little attention to the development of teams and the needed skills that Yale found in its reorganisation. Making the team and the library look good rather than the chief executive is a difficult skill but essential if transformation is to include the staff and continue after the chief has moved on. It is possible to transform an organisation structurally and meet particular economic circumstances but it is more difficult to lead an organisation towards what Jennings et al describe as the integration of all operations towards the same outcomes and the management of interdependencies between units.

CONCLUSION

These are my personal issues. They are not new. They are not original but they are relevant for staff who are facing them in real situations and they need our considered responses.

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JOB SATISFACTION AND PROFESSIONAL DEVELOPMENT: CONGRUENT AND ACHIEVABLE GOALS?

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SUMMARY This paper explores the nature of job satisfaction as an outcome of complex interactions between individuals, their tasks, and their working environment. It concludes that in service organisations the key goal is improved services, which may be gained through the improving skills and motivation of individuals in the organisation. Motivation is connected with job satisfaction, and the achievement of both objectives through greater congruence of individual and organisational goals has implications for entry to the profession, and the responsibilities of employers, educators and professional associations.

1. BACKGROUND

There is a vast literature on the topic of job satisfaction - Locke 1976 estimated that over 3,000 articles and dissertations had then been written on the topic, and this has probably doubled since then. This is understandable. In our culture, work assumes a considerable importance for most adults (even though over a year it generally consumes less than 20% of our available hours and less than 30% of our waking hours). Because organisations have an interest in increasing the productivity of their employees, the belief that productivity and job satisfaction are connected has been a spur to studies seeking to establish ways in which job satisfaction may be improved. Even in the field of librarianship there have been a significant number of studies (see for example Mirfakhrai, 1990 for a review of job satisfaction of academic librarians), including several undertaken in Australian libraries, such as those by Bundy (1988), Burgess (1982) and Waters (1986, 1988). While there is evidence that job satisfaction is influenced by cultural variations, and while studies of job satisfaction in libraries have the merit of bringing the issues to the attention of librarians through the publication of their results in sources read by librarians, there is no evidence to suggest that the key issues relating to job satisfaction in libraries are any different from those in any white collar service organisation involving professionals, or indeed those in organisations generally. The implications of job satisfaction for libraries and information services must therefore be examined within the wider context of organisations.

The key initial question is whether job satisfaction is a goal in its own right. Is it now an obligation on an employer to provide a means by which all employees are satisfied in and by their jobs? Correspondingly, can it be argued that individual employees have a responsibility to their organisations to become satisfied in their jobs, or at the least, to find an organisation in which they achieve a reasonable measure of satisfaction? (Implicitly, one would expect the latter to occur in any case, and to be one of the major reasons why people move from one job to another). Certainly, it may be argued that job satisfaction is important because it may be associated with motivation and with

productivity, but this poses a different perspective, i.e. job satisfaction is then being seen as a means to an end, rather than an end in itself. But job satisfaction as a goal in its own right? There may be an assumption that all individuals who work seek to maximise, or at least optimise, the satisfaction received through their work. Intrinsically a likely proposition, even this is unfortunately not proven for all individuals, and the extensive research on job satisfaction over the past 30 years or so has revealed that many of the popular assumptions about job satisfaction are not fully justified.

Since the classic studies of Maslow (1943) and Herzberg (1959) on motivation at work, it has been possible to make a broad differentiation between factors affecting job satisfaction and those affecting job dissatisfaction. There is now a general consensus that factors positively affecting job satisfaction are complex and involve issues such as sense of achievement, recognition, expectations, the intrinsic interest of the work, etc., i.e. factors corresponding to the higher levels of self autonomy and self actualisation in Maslow terms. Factors effecting job dissatisfaction (termed "hygiene factors" by Herzberg) tend to be the simpler issues of physical working conditions, pay, security, etc., i.e. lower order factors in Maslow's hierarchy. Over recent years Herzberg and Maslow's work have been heavily criticised, as simplifying a much more complex reality. Nevertheless identification of separate causes of job satisfaction and job dissatisfaction has proved a useful development in helping organisations seeking to improve the job satisfaction of their employees.

It may well be accepted today that employers do in fact have an underlying obligation to remove at least the major causes of job dissatisfaction, and that this is now embodied in a whole series of legislation in Australia. Ideas of comparative pay worth have been (at least until very recently!) enshrined in industrial awards in which pay scales relate to judgements of comparative work value rather than simply to market factors. Equal opportunity legislation seeks to minimise dissatisfaction caused by feelings of unfair employment practices relating to appointments, promotions, dismissals, supervisory behaviour, etc. Health and safety laws require employers to provide acceptable physical working conditions. Quite apart from these legal requirements, many employers provide conditions well in excess of legal minima, but these developments derive, I suspect, generally from the motive that their provision results in increased motivation and productivity, rather than a pursuit of increasing job satisfaction in itself.

Nevertheless, as a society we have concluded that employers do, and should, accept their obligations to remove major causes of job dissatisfaction, at least at the Herzberg hygiene level. More controversial has been the extension of legislation which is clearly aimed to increase job satisfaction by attending to higher level needs of employees for growth as individuals. The recent training guarantee legislation, essentially requiring employers to provide means by which all employees can continue to develop skills, is one thrust. Another is industrial democracy legislation which, at least in theory, requires employers to manage their organisations in ways which enable employees to be consulted and to participate in decision-making. This legislation

is clearly underpinned by the theory that all employees wish to continue to develop and to contribute to their organisation's development, and are capable are doing so, and that through the provision of training and participative processes, productivity in organisations will increase.

It is at this point that we must examine some of the underlying assumptions about job satisfaction and its link with motivation and productivity. There are various theories now extant about job satisfaction and motivation (see, for example, Gruneberg, 1979), but all essentially now recognise that the extent of satisfaction at work results from the interaction of the individual, his or her set of tasks, and the general organisational environment.

The study of this complex interaction has been encapsulated well in the theory of personal investment (Maehr and Braskamp, 1986) - an attempt to explain why individuals act as they do. Why is it that some of us spend 50 hours a week at work apparently driven to higher and higher levels of achievement, while others are barely productive for more than a few hours and can't wait to leave work each day? Maehr and Braskamp argue that the critical factor is how each individual perceives the meaning of the situation presenting itself. That is, whether we are prepared to invest ourselves in particular activities depends on what those activities mean to us. These meanings are built up through the interaction of what we regard as personal incentives, of our thoughts about ourselves, and the options we perceive as being available.

Regardless of the work environment, the needs of individuals vary - for social interaction, for achievement, for power. Clearly then a person with high affiliation needs may be highly satisfied with a job that simply provides good opportunities for contact with appropriate colleagues and opportunities for socialisation. This may have nothing to do at all with organisational productivity. Individuals also have very different perceptions of self - their own abilities and worth, and have different expectations about the societies in which they live - its fairness and its opportunities. This means that individuals tend to self limit their personal objectives. People may be satisfied therefore with jobs that have limited variety and no opportunities simply because they have no expectation that a "better" job is either available or within their competencies. Again the result is likely to be an absence of motivation to be more "productive" in organisational terms. Finally, all these factors may change over time - as we all know from experience. Our expectations vary during our lives and our motivation in our jobs can vary even from day to day, and certainly from year to year. People burn out and yet regenerate elsewhere.

It is hardly surprising then that (even allowing for the differences of reliably measuring job satisfaction, motivation and productivity) there is not a high positive correlation between indices of job satisfaction and those of productivity. It is simply not possible for an organisation, no matter how hard it tries, to wholly compensate for the patterns of ability and experiences of employees built up prior to joining the organisation, and the ongoing influence of the society in which those individuals operate.

There is evidence however that high productivity in organisations is linked to a combination of high motivation and high ability of individuals, enabling a high contribution to the goals of the organisation (Maehr and Braskamp, 1986). Our goal as professionals is not simply to seek ways in which job satisfaction may be improved, but to seek ways in which we can provide our organisations with individuals who have the best possible abilities and motivation. We need to create the maximum congruence of the goals of our libraries and the individuals working within them. If this is to be achieved, staff in our libraries must believe that the objectives of their organisations are ones which are worth achieving, and must be able and willing to maximise their own contributions to these goals within whatever jobs they are undertaking. Out of this is likely to come a high level of job satisfaction, an important objective for most individuals, together with a high level of productivity (in the broader sense of improved service delivery), an important objective for all organisations.

This task for us as a profession is clearly difficult, and we need to examine clearly the respective roles of educators, employers and our professional bodies for achieving such an outcome. Matching people to jobs means examining whether those entering the profession and, later, individual positions have not only the ability to perform effectively, but also have the expectations of themselves and their work which will lead them to be motivated to achievement in the profession. For library schools this means attention to student quality, for the profession it means attention to attracting appropriate entrants, with good information about the nature of the work in the procession, with schools building on this information during the education process. Perhaps it also requires an improved socialisation process which leads to professionals acquiring greater responsibility for their own job satisfaction and motivation, rather than, as seems too prevalent, this being seen as the task of employers alone. The issue of what are "appropriate" entrants to the profession is a complex one, but I would argue that the profession needs to attract a significant number of professional entrants with high achievement orientation, self reliance, high confidence of their own competencies and a belief in self determination, i.e. the belief that they have real choices in their positions. Achieving this is difficult, but the use of tools such as the Inventory of Personal Investment (Braskamp and Maehr, 1985) has been shown to have some validity as a predictor.

The library schools certainly have a role, through their professional socialisation of students, in the encouragement of these attributes, difficult though this is, since the greater influences of previous acculturation from childhood on have a much greater effect. The creation of high expectations of self and the building of a sense of empowerment is important for all professionals.

When staff enter new jobs, employers take on critical new responsibilities. Not only is there the difficult task of matching the goals and expectations of the person to the opportunities offered through the particular job in the organisation as a whole. There is also the duty of minimising causes of job dissatisfaction in relation to working conditions. The studies of job satisfaction of librarians (Mirfakhrai, 1990)

tend to suggest that lack of satisfaction is related to issues such as recognition, self actualisation and intrinsic job characteristics, rather than the presence of negative factors of the hygiene type. Presumably this is because most librarians work in relatively good physical conditions with standard public service industrial support. Nevertheless, there is some evidence (e.g. Hegg, 1985) that dissatisfaction with pay is a factor, which correlates with the fact that average librarian salaries have been somewhat lower than for other professionals which may require the same level of educational qualifications. More recent studies (e.g. Newell, 1988), have suggested that work load has become a strong cause of job dissatisfaction, which again might be explained through the trend for all public service organisations to face a combination of increasing user demands and staffing reductions. More common in studies has been a correlation between lower satisfaction and supervisor climate (e.g. D'Elia, 1979), which suggests greater attention to supervisor training. But the major causes of low job satisfaction for librarians appear to be the absence of opportunities to exercise initiative and professional judgement, and lack of recognition and autonomy. There is significant evidence that job satisfaction of librarians working in a client oriented structure (e.g. subject librarians) is higher than that for those in process oriented tasks, and that reference librarians have greater job satisfaction than cataloguers. This fits with research evidence suggesting (Deci, 1975) that tasks must have an optimum variety of uncertainty and unpredictability to be attractive. This line of research has had a significant effect on the thinking of proponents of quality of work life (QWL) arguments, of whom the best known in the library field is Martell (1989).

If there is indeed to be a greater congruence of organisational and individual goals, it seems likely that the solutions will be achieved by employers, the association and educators working together to provide a continuing series of experiences which will result in individuals releasing their potential more fully within the organisation. For senior managers, the research evidence suggests that strategies are likely to include:

. organisation-focussed strategies

  - providing clear goals with which staff can associate
  - creating a shared sense of values
  - sharing power and authority throughout the organisation
  - providing appropriate recognition in rewards
  - providing a positive social climate
  - creating high expectations of staff
  - providing concern for individuals within the organisation

. job-focussed strategies

  - providing co-operation rather than competition in job structures

- enabling jobs to have an effective social dimension
- creating jobs with an optimum level of variety, challenge, autonomy and task significance
- fair performance evaluation procedures
- providing "meaning" in all jobs

. person-focussed strategies

- selecting motivated people and placing them in suitable positions
- developing skills
- developing a sense of contribution
- encouraging commitment
- building confidence
- creating a sense of empowerment
- providing career planning support
- providing experience in different roles
- providing socialising influences (e.g. through mentoring).

Clearly, the skills to provide this array of support may not be available within an organisation. It is the task of each organisation to assess how the support can be provided, through a combination of inhouse training and development, and the use of external educational opportunities. Creation of vision and an effective organisational climate are probably the key tasks of leaders, and greater attention by senior librarians to human resource issues is needed, in my judgement. Our managers must create the means through which staff become committed and productive over their careers.

In summary, the key issues, as I see them, to be addressed in potential outcomes from this conference, are:

1. Are we getting the right people for the jobs which are needed to be done?
2. Are the library schools adequately preparing students for the roles they in fact are going to handle - people relations, supervisory responsibilities, etc?
3. Do we have developing programs and structures within libraries which encourage and allow a congruency of individual and corporate goals?
4. Can we co-operate in providing the training needed at all levels in libraries - from top management through supervisors to new recruits? What are the priorities?

5. Is sufficient attention being given in current training and development thrust to the development of affective capabilities as well as skills?

Only through adequate solutions to these questions are we likely to get close to that combination of high service delivery, cost-effectiveness, motivation and job satisfaction that we all seek.

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CAREER PLANNING FROM THE PERSPECTIVE OF AN EDUCATOR AND AN EMPLOYER

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INTRODUCTION

This paper addresses the topic of career planning for library and information professionals from a dual perspective: that of an educator and that of a practitioner involved in finding positions for people qualified in the field. Using their experience of what happens in Victoria, the authors compare what is taught in library schools to what is practised in the current employment market.

CAREER PLANNING. PART I. AN EDUCATOR'S PERSPECTIVE
Angela Bridgland (as above)

1. CAREER PLANNING - WHAT DOES THE TERM MEAN.

Trask (1985) defines career planning as involving:
- recognition, analysis and evaluation of self abilities, skills, job preferences, attitudes and motivation;
- assessment of the range and types of jobs available, the present and future prospects of these jobs including promotional and developmental opportunities;
- identification of the gaps between self analysis, preferences and job opportunities;
-setting of career goals and specific objectives;
-development and execution of career action plans.

This is part of the professional practice equation in which:

> career planning (the individual's responsibility) plus staff development (the institution's responsibility) equals professional practice.

When these component parts are in balance, professional development is enhanced. Trask also discusses the developmental approach to career planning suggested by Schein (1978) which differentiates three distinct stages of career planning for a lifelong career - early, mid and late - each stage related to individual needs and issues which characterise a person's progress in a career cycle.

2. WHAT DO WE KNOW ABOUT AUSTRALIAN LIBRARIANS' CAREER PLANS?

Not a great deal has been published in the last fifteen years.

2.1 Willard (1977) looked at mobility as a factor in career planning for university librarians in N.S.W. She concluded that it was not the increase in mobility in itself that was disturbing but the apparent lack of career planning in such change. Reasons given for job changes were more often than not unrelated to career considerations.

2.2 Recognising that Australian librarians needed some practical advice on planning their career paths, Wood and Trask (1984) developed a series of four, self-directed career planning guides:

Getting your first job
Identifying your career anchors
Setting your career goals and objectives
Developing and designing your career action plan.

2.3 Tilley (1989) attempted to identify a profile of female librarians graduating from the Queensland Institute of Technology (as it was then named). In Australia, as in the U.S.A. and U.K., the majority of librarians are women, yet only a small number of these are Chief Librarians. Tilley tried to establish whether her sample had low career aspirations at the outset and to determine their attitudes towards achievement motivation. The study showed that the majority would seek their first position in a traditional library setting rather than in the wider information profession, that most expected to apply for promotion within three years and that 88.9% favoured careers which would provide personal growth. However, 57.14% of respondents did finally regard their career as a progression of jobs leading to recognition and monetary reward. The respondents professional qualifications indicated that 50% were changing career. Respondents also anticipated interruptions to their future careers. Among the reasons listed were:
- moving to work in another field (35%);
- pregnancy/child rearing (31%);
- studying (21.4%);
- marriage/family reasons (19%).

2.4 From studies carried out overseas, it appears that seven factors affect career paths of librarians/information professionals. These factors are:
* higher education qualifications;
* work experience, both within and outside the information field;
* career mobility;
* activity in professional organisations;
* publishing activity;
* age;
* gender.

Burke (1989) surveyed librarians in Melbourne academic libraries to determine whether the above factors affected their career paths. These factors were related to the respondent's level within the library - chiefs (those who earned $50,000 p.a. and above); upper/middle management ($30,000-$50,000) and initial positions (those who earned under $30,000). Burke identified certain trends which reflected overseas findings. For example, "successful" academic librarians (i.e. upper management and chiefs) had bachelor's degrees (mainly in the arts) plus a librarianship qualification and probably an advanced educational qualification as well. Many respondents came to librarianship from other careers such as teaching, engineering, nursing, etc. She also found a strong association between the number of items a person had published and their level and salary. Chief librarians were by far the most prolific publishers. Chiefs also had a higher level of activity in professional associations than the other two levels surveyed. As with so many other studies, both in Australia and overseas, Burke found that the majority of chief positions were held by men. In her survey, 71% of the respondents were female, 29% male; yet 71% of the chief librarian positions were held by males as opposed to 21% held by women - a direct inverse of the sample composition!

2.5 Recent initiatives undertaken by the Australian Library and Information Association's Board of Education also shed light on some aspects of career planning. The Graduate Destination Survey undertaken in 1990 has confirmed Tilley's earlier finding that the majority of graduates from library schools still seek initial employment as librarians. The survey revealed that less

than 5% were employed in non library settings. This is the case despite library schools urging their students to apply their skills more widely and to explore a variety of information related professions. Furthermore, the Board's survey of the professional development needs of A.L.I.A.'s members conducted in the latter half of last year indicates that the practitioners have identified additional management training as their prime target. Again the increased emphasis on management education in library school curricula (both at first professional qualification and higher degree level) as well as courses offered by the Australian Information Management Association and a plethora of management oriented continuing education activities appear to have made little impact - or, perhaps this is perceived as an area of one's professional development that requires constant updating.

3. WHAT ROLE DO LIBRARY SCHOOLS PLAY?

3.1 Career planning content in curricula for initial professional awards.

3.1.1 Career planning theory is usually covered by library schools in their management courses, specifically when dealing with human resources management. This is true of all courses offered in Victoria. Some schools, such as R.M.I.T., offer career planning workshops to help their students select elective studies appropriate to their career aspirations.

Career planning is presented by library schools as an ongoing process and aspects which are stressed are the need to:
- assume the primary responsibility for planning one's own career;
- know or be able to analyse oneself, e.g. one's talents, limiations, values, etc.;
- define goals, such as changing one's skills, knowledge, values, etc.;
- define actions or events which would result in achievement of set goals;
- establish priorities, e.g. timelines for the accomplishment of each goal;
- identify barriers - searching for those barriers that exist within oneself, the job and the organisation. As mentioned above, most library schools also encourage their students to assess the potential of a range of information related positions and to market their skills and knowledge in the wider information context.

3.1.2 Most library schools would expect their students to examine aspects of career planning or, at the very least, career prospects, whilst on practicum placements. The course at the University of Melbourne offers students two separate placements to encourage those who are undecided as to their area of preference to compare and evaluate their responses to two different professional settings, whereas those who have already chosen their target area have the chance to experience work practices in two different libraries from the same sector.

3.2 Higher degrees

Among the problems in rapidly changing professions such as ours are obsolescence and lack of advanced skills/knowldge in certain aspects of the job. Many practitioners undertake advanced level studies to solve such problems or becasue they have in fact been planning their careers and are seeking to plug recognised gaps in their skills/knowledge prior to seeking promotion. Some look to studies offered outside the profession, such as Masters Degrees in Business Administration or Education, but as more library schools mount their own higher degrees offerings, librarians are presented with an increasingly rich and relevant menu from which to choose. Career planning is actually featured in coursework options such as the personnel management component of the subject Management of Library and Information

Services offered by Monash's Graduate Department of Librarianship, Archives and Records or the Professional Development subjects offered in the Information Management stream of the Master of Business in Information Technology at R.M.I.T.

3.3 Response to change in the profession

In addition to continuous revision of their curricula in response to the changing needs of the profession, library schools also mount continuing education activities to equip practitioners to manage sudden change. For example, Victorian teacher-librarians are now required to gain promotion in the education system by becoming advanced skills teachers. The library school at Monash University College, Gippsland has recently run an extensive residential workshop for teacher-librarians on the criteria used in judging teachers for promotion to an advanced skills teacher's position.

3.4 Use of role models

One important aspect of career planning addressed by library schools is that of providing their students with a range of role models not only via practicum placements but through the use of practitioners as guest lecturers, by encouraging students to attend professional meeetings and by requiring students to undertake special projects in conjunction with or for practising professionals. At Ballarat University College, the library school uses employers on its Course Advisory Committee to conduct mock selection interviews for its graduating students. These role plays not only help students to gain confidence in how to market their abilities and knowledge, but also serve to present a varied range of role models as well as employment possibilities.

4. TRAINING GUARANTEE ACT

4.1 This is designed to ensure that employers with payrolls of over $200,000 spend 1.5% of their salaries budget on approved training activities and developing their employees to ensure that their skills are continuously updated. Library schools will need to ensure that any training programs they design meet the criteria stipulated under the Act. Furthermore, as our profession develops its own industry training plan library schools will need to ensure that their pre-service curricula prepare entrants to the profession in such a way that they are well placed to launch their own careers. Note should be taken of any education and training gaps such as those identified in the recently published NBEET Report, Library provision in Higher Education Institutions (1990).

5. CONCLUSION

Career planning may only be one part of the professional practice equation, but if individuals are unhappy in their positions, or if they fail to reach their full potential, the whole dynamic of our profession is undermined. Library schools must continue to encourage their students to plan and prepare for their careers. They cannot teach their students everything they should know, but they can be responsive to meeting major market place needs and be proactive in predicting training needs for future developments, thus enhancing career opportunities for their graduates.

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CAREER PLANNING. Part II. AN EMPLOYER'S PERSPECTIVE

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I'm going to speak subjectively about how we at Freelance perceive the career planning process undertaken by librarians and library technicians who come to us for employment. I will also discuss how what they have learnt during their courses helps in their careers; career planning through continuing education; and the need for the profession to educate the public as to what librarians really do.

I define career planning as having a systematic plan aimed towards obtaining a series of positions leading to what one perceives as the ultimate job. Each position taken should make an important contribution to long range career objectives.

To 'begin at the beginning' as the Red King said in Alice in Wonderland - What influences people to enrol in a course and begin a career in librarianship? How much do they really know about the profession? As the general public does not think of librarianship as an exciting career choice, why do people opt to become librarians? We hope the majority of people entering the profession have made an informed choice. We also get those who say:

I love books
I wanted to get away from the little horrors in the classroom
It seemed an easy option
I didn't get into my first course choice and was offered a place.

They obviously haven't been in a busy library at peak times!

As the only contact the general public usually has with librarians is with those on the floor, I would contend that many people entering the profession do not know of the skills, level of commitment or scholarship involved.

Career Planning - An Employer's Perspective. M. Paul

D.E. Davinson speaking of England says '... it is a worry that, despite all efforts to smarten up our image, librarianship is still regarded as a lightweight, literary pursuit for the non-too-bright.' (1)

This humanities/literary image affects our whole appearance to the outside world even at a time when advances in technology and communications have made rapid changes in our work. We need to establish in the public consciousness that librarianship is an important career in this information age.

As the theme of this conference is **Educating for Change : Grasping the Vision**, I would contend that if we wish to improve the quality of our profession, we need to educate and change the public vision of what a librarian does and so improve the standard of entrants. We also need to educate the careers teachers and the personnel professions.

Much of the responsibility for the future public image of our profession and therefore the career paths that graduands from courses have open to them, depend on the educators. They screen the prospective students and provide very important role models. If the educators are to give relevant help to their students when planning their careers, the educators themselves need to undertake industrial release and work in the various sectors of the profession.

The educators would argue that students gain valuable insights into the profession on their field work placements. What do they achieve? Do students determine from these placements which stream of librarianship they wish to pursue? How relevant is the experience offered? We receive comments from:
It was a very exciting place to work and now I know that I want to be a public librarian
They were all too busy, so I shelved books
I was placed in the cataloguing department and as I had not yet done the cataloguing unit at College I didn't understand what was going on.

There are placements and placements. With so many colleges having to find places for so many students, running a relevant programme must be very hard.

The profession has an obligation to the colleges and students to provide field work placements and to have an understanding and a working agreement with the educators, of what the students are to learn and observe.

This may be the only library experience they have before they start applying for positions. Once they join a sector of the profession it is often very hard to change. This is not as

true for library technicians as librarians. The profession seems to recognize that the technician's practical skills are transferable from a school to a special and to a public library. They are not as sure about librarians. Library managers tend to forget that as students, librarians shared a common curriculum, that the use of skills in various sectors are a variation on a theme and soon mastered by an intelligent librarian.

How relevant are the courses to the students' needs in their future careers? It is impossible to answer this question because it depends on each individual student and what they take from the course, the emphasis within the particular course, and on each individual position. To generalise -the library technician courses provide the students with good practical skills and the compulsory work factor means at the end of the course they are usually well trained and knowledgeable.

The undergraduate degrees seem to provide a reasonable grounding. A common complaint is that there is too much theory and not enough practice. This is an important factor as one learns best and remembers more, by doing. The graduate diplomas seem to do a little of a lot and turn out a jill or jack of all trades yet with mastery in none. That one can gain a library qualification without learning the rudiments of cataloguing is unbelievable, to me.

With so much to teach in so little time, I also worry about the emphasis on management teaching. As only 4% of library positions are in management, I would suggest that management training is something one should undertake after being in the workforce for a period of time.

As to the higher degrees I do not feel qualified to comment except to say that by approving some of the thesis topics, educators are doing a disservice to the students involved. Scholarship for scholarship's sake is fine, but unless one wants to become an academic, one should undertake research on a topic of practical relevance.

In England, surveys of librarians regarding the courses they have undertaken back up my theory. Loughridge (2) reports they have come up with monotonous regularity that the courses were too theory oriented.

Education should be continuous, and, to advance one's career, upgrading is important. At present the range of continuing education courses offered is inadequate in both number and course content to maintain and complement knowledge.

Career Planning - An Employer's Perspective. M. Paul

The fact that library technicians can now gain credits when going onto to a librarianship course is a very positive move. There is also the need for initiation courses for people wishing to move from one field of librarianship to another and also for people wanting to return to the workforce.

When planning your career, the knowledge that there will be positions to apply for and to move into is important. Should the profession regulate the numbers of students entering the field, as does the medical profession? Would woman power surveys help? Loughridge (2) seems to suggest that surveys on employment are a waste of time, energy and money as they are retrospective in nature, reporting changes rather than influencing them, and of little value in attempting to predict the future. I feel this is a reasonable stance, as libraries and therefore the numbers of library staff needed, are very dependent on often unpredictable outside influences such as government policies and the state of the share market. Cold comfort to those who have invested many years studying and now cannot find employment.

These outside influences are making it difficult for library managers to chart career plans for staff within their libraries, which is a vital element in job satisfaction. Career plateauing is also halting many in their career plans as they get to a stage where there is no advancement possible in their library and very little likelihood of suitable outside positions. Job rotation and job enrichment can help in larger libraries. These schemes can create an understanding of the working of the library as a whole, allow staff to strengthen their skill base and, with award restructuring, may give them the opportunity to advance. Job enrichment can also foster better service and staff loyalty by adding responsibilities to existing positions and encouraging people to question what they are doing and help them find better ways of performing existing tasks.

How far the profession and the educators have come to terms with the societal and technological changes and innovation within the profession? Have they questioned the relevance of what is taught and how it is taught, to the actual needs in the workforce?

My own personal views are:

That some courses are skewed too much towards "information management" and special librarianship, because it is seen to be where the status and big money lies. In reality, this is only a small segment of the market and therefore students are gaining unreal career expectations. The more traditional areas of public, school and university libraries are being overlooked. You only need to look at the way the word

librarianship has been dropped from many course titles, as though we are ashamed of the word. I am proud of being a librarian, it is an honourable word and we should resurrect it, wear it with pride and make it visible.

As the title information management has been claimed by the computer professionals, perhaps we should cut our losses and go back to librarian, expanding the meaning of the term to include the technological advances and the provision of excellent service. Then there would be less confusion in the workplace as to what we do.

The emphasis in the profession has changed from collection management and control of resources to a service oriented role, where the needs of the users are paramount. I do not believe this change and need for good communication and interpersonal skills have been reflected in course curricula.

We are constantly told that the skills taught at college are transferable to other sections of the workplace, such as publishing, consulting, computing, etc. In reality, very few, 3% in the last survey of graduates, found a job in a related profession. Is it reasonable to expect to find employment in another field without necessary qualifications? After all, we expect people working in the library sector to have library qualifications.

I do not believe that any course being offered in Victoria today, either professional or paraprofessional, offers sufficient skills for a career likely to span many years, nor should they. To quote Paula D. Watson (3)

> 'The rate of change in information technology and its impact on libraries make it important for the recent graduate to realize that much of what was learned in professional school will soon be obsolescent.'

Career development involves controlling one's work life by planning work moves and updating one's skills to achieve set goals. To succeed needs a mixture of determination, time, money and you cannot overlook, luck.

And how many of the library staff we interview have thought seriously about where they wish to be working in 5 years or in 10 years time? Very few. Most have a vague idea but the majority of these have not put aside even a few hours to seriously plan their careers. They put less time into planning their careers which will impact on how they will spend the majority of their lives, than in planning one annual holiday.

Career Planning - An Employer's Perspective. M. Paul

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Title: The Attitudes of the Library Profession to Training and Development Issues and the Role of the Library and Information Schools in Training Provision

Author: Carol Kenchington, Training and Development Officer, Australian Library and Information Association

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"I would like stuff to bring me back up to date with things I learnt at Library School but slept through or forgot and suddenly need for a new job"

"My tertiary library studies focussed too much on "ideal" situations and have little relevance to the real world. Other general courses e.g. on OHS have no relation to the peculiarities of libraries. Thus practical information of general library application is needed"

"The librarianship schools are getting more and more highbrow in their subject matter and one can emerge with a graduate diploma with no knowledge of what to actually do with a book or a serials accession card. If one is employed in a large library, one can learn off others but special librarians often spend a lot of time reinventing the wheel."

"Present library education courses do not cater for or offer anything on AV materials. This gap needs to be filled somehow."

"Acquisitions skills need attention. This is not taught to any depth in library schools. Nor are the areas of finance, ethics and business environment which are all important in the acquisitions/collection management area."

"Have accredited library colleges open up their courses to allow more single/duo subject enrolment."

These quotations are taken from the responses to the Professional Development survey.

BACKGROUND

The Professional Development Committee of the Australian Library and Information Association's Board of Education decided to survey ALIA members directly regarding their opinions on professional development.

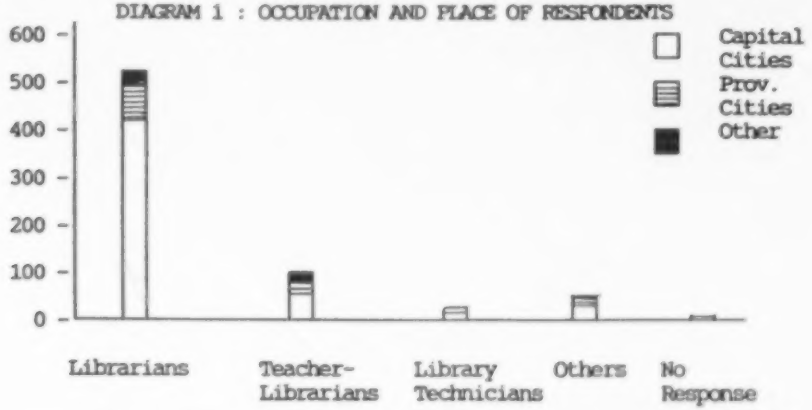
A survey form was developed (Appendix II). The questions were a mixture of multiple choice and open. It was not necessary to complete every question, but many did. From the quality of the replies, it can be concluded that the form was easy to use and understand.

The survey was distributed to all ALIA members through inCite, vol 11 no.16, 15th October, 1990. Copies were also distributed at the Biennial Conference held in Perth. Responses were returned freepost to the National Office, or handed to ALIA staff at the conference.

SURVEY POPULATION

There were 704 replies, the majority being librarians (527 total; 418 capital city, 70 provincial city and 39 other i.e. rural). Ninety five teacher-librarians responded (66 capital, 13 provincial and 16 rural), as did twenty nine library technicians (26 capital,2 provincial,1 rural) and forty six others (40 capital,5 provincial, 1 rural). In addition, there were seven replies where this information was not provided. These data, which represent the answers to questions 1,2 and 4, are summarised in diagram 1.

DIAGRAM 1 : OCCUPATION AND PLACE OF RESPONDENTS



Many respondents supplied details for the occupational category "other" in Question 4. The most common occupations were student and educator, though various other occupations were represented.

The Association's membership in November 1990 was 6401 personal members, including Associates, Technicians, Members and Students, and 865 Institutional members. Optional membership of the School Libraries Section was 683, and of the Technicians Section was 419. These categories are not wholly equivalent with those used in the Survey, but do allow a general comparison.

Thus, the response rate was eleven percent of the personal membership, and a fraction under ten percent if the membership is calculated to include Institutional members.

Responses by state are shown against branch membership in Table 1

TABLE 1 : SURVEY RESPONSE BY STATE COMPARED WITH BRANCH MEMBERSHIP

State	Survey Responses	Branch Membership*
ACT	67	452
NSW	215	2386
NT	17	127
QLD	70	749
SA	51	675
TAS	18	221
VIC	189	1807
WA	70	856
Other	7	

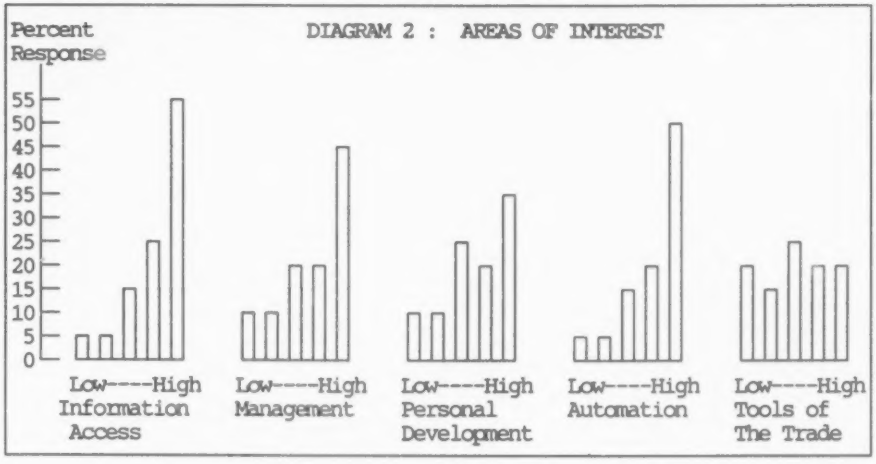
* Excludes Voucher Only Members, includes Personal and Institutional Members

Question three focussed on people returning to the workplace after a significant period of time away. Very few responses were received in the affirmative so no further analysis was carried out on this topic.

STRUCTURED RESPONSE

Question five was structured to provide information on respondents' areas of interest in professional development, and also to gauge response to the Board of Education's most recent initiatives in this area, packages. The membership's response to each subject area is given in Diagram 2.

DIAGRAM 2 : AREAS OF INTEREST



Response to four of the suggested subject areas was very positive, with over fifty percent of respondents indicating high or very high interest. The two subjects with a computer bias in the phrasing of the topic or the example were more interesting than the other two.

In marked contrast was the response to the fifth category, "Tools of the Trade (e.g. cataloguing codes)" where the response was ambivalent, with opinion in essence divided evenly.

The response to packages was encouraging, varying from 68% to 83% in favour for the five suggested subject areas. (Packages are self-instruction kits with provision for tutorial assistance and certfication on an individual basis)

UNSTRUCTURED RESPONSE

Question six gave respondents the opportunity to make their own suggestions for topics to be included in the national PD program. More than half the respondents used this opportunity to make suggestions, some briefly, others in detail. Together with the responses from question 7, there were over eight hundred separate points.

Themes emerged where the same ideas occurred again and again across the membership. It was possible to cluster many of the suggestions into related groups. Table 2 shows the broad pattern of topics arranged for consistency by the categories used in Question five on the survey form.

TABLE 2 : DISTRIBUTION OF SUGGESTIONS

SUBJECT CATEGORY	NO. SUGGESTIONS
Information access (e.g. CD-ROM databases)	74
Management (e.g. team-building)	234
Personal Development (e.g. time management)	92
Automation (e.g. networking PCs)	81
Tools of the Trade (e.g. cataloguing codes)	94

There were some sharp changes, if frequency relates to desirability. Most noteworthy was the dominance of management subjects. Management was the one subject area which attracted a few explicitly negative comments, some respondents believing that this area is adequately covered elsewhere in the community. Tools of the Trade, about which respondents were so ambivalent in question 5, now ranked number two. And a few members commented that this was the subject area to be concentrated on, as it is unique to the profession and cannot be obtained elsewhere.

Table 3 lists the specific topics most frequently suggested. Some "massaging" of the responses has occurred in order to bring like topics together. Not all comments were amenable to such categorisation. In appendix I, all other topics and program suggestions, some in the respondents own words, are given. Quotes are used where possible to impart

the "flavour" of the responses, and some quotes have been included even where the topic has already been counted.

It must be noted that in attempting to analyse the responses in the open questions, the result cannot be totally objective; it is, at best, a blunt instrument providing an indication of trends. It is a matter of personal judgement whether, for example, "brochure writing" should be scored with submission writing, or treated as a separate topic. For librarians most of all, this point is peculiarly apposite.

TABLE 3 : MOST FREQUENTLY OCCURRING TOPICS

Rank	Topic	No. Occurrences
1	Marketing/Promotion/PR	51
2	Communication skills - submission writing & presentation; report, business writing	29
3	Financial management/Budgetting/Program Budgetting/cost-benefit analysis	28
4	Data-bases : online and CD-Rom; searching techniques	27
5	Evaluation - services and/or staff	25
6	Management - general	24
7	Automation - general; planning and management esp. in small libraries	23
8	Cataloguing	22
8	Teaching information skills	22
10	Reference skills, materials	21
11	Lobbying	16
12	Career path options/development	14
13	Personal computers; MS-DOS	13
14	Computer networks	12
14	Negotiating; negotiating salary	12
16	Data-base design	10
16	Time management	10
16	Strategic planning	10
19	Collection development	9
19	Indexing; computer indexing	9
19	User pays	9
22	Issues/current events/contentious topics	8

Predictably, Question six, "Any other comments" was used for all sorts of comments though the majority were concerned with issues about the delivery of professional development. As with the other open question, various themes emerged. These are ranked by frequency of occurrence in Table 4.

TABLE 4 : DELIVERY OF PROFESSIONAL DEVELOPMENT

Rank	Opinion	No. Occurrences
1	Individual comments in support of packages	27
2	Support for an ALIA national PD program	25
3	Concern about the cost of PD to individual members	19
4	Disapproval of packages - live interaction needed	14
5	Geographic isolation a severe problem	11
6	Local group using packages an enhancement	9
7	Concern about worthwhileness, relevance of certification	8
8	Need for courses in single area; refresher courses e.g. cataloguing for reference librarians	7
9	ALIA should not provide national PD program	6
10	Isolation of Special librarians a problem	5
10	Prefer PD activities in worktime - 1/2, 1 day workshops	5
10	Constraints with time to fit in PD a problem	5
13	Prefer PD activities outside worktime	4

The late delivery of inCite in the parts of Australia remote from Canberra rated much comment, as it had precluded many respondents from meeting the deadline set for survey return. Fortunately they had the good sense to ignore such an obvious nonsense, but did take the opportunity to comment. These comments were relayed to the Editor. The operations of inCite have since been reviewed and changes to improve delivery times expedited.

Appendix I also contains other suggestions and their frequencies from this question (as well as from Question 6.)

Some of the suggestions or comments at first glance appeared not directly related to the topic of Professional Development. In these cases the survey form has been used as an opportunity for communication into the Association.

Also noteworthy were the direct contradictions in opinion among members. For example, one member wanted really cheap courses, another wanted a team of outside experts hired to prepare courses, which would be very expensive. One wanted courses in work time, another at weekends. This is not new; however enough trends emerge that some conclusions can be drawn for the ALIA program.

CONCLUSIONS

Considering the quantity of comments, the library and information schools were the subject of very few. I believe this is very positive, even though those comments, as quoted at the beginning of this paper, are by and large critical. By its very nature, the survey invited comment of this kind.

The most outstanding feature of this survey is the range of members' interests and requirements. The most popular topic polled only 51 responses. The number of people in agreement on the next most popular is only 29. The range of suggestions made is very wide indeed, with only a few supporters at best for each.

How can a national program hope to satisfy such a pattern of demand?

Certainly the Board of Education's initiatives in the area of package development are endorsed by this survey, but other approaches are also needed.

It also appears that a program which covers any of the most popular topics would be well received.

Use of modern technology would overcome some problems; but these are costly. Although the response rate was good, the respondents to this survey are, by definition, committed to professional development. It is not clear if the whole membership supports this area. Is it worthy of substantial subsidisation, as some members suggested? And if it is, what should be cut from the ALIA program to provide the funds? Another survey, using a randomised sample of the membership would help clarify this.

Perhaps more training streams are needed at conferences, so that ALIA members can benefit from the inspirational and social aspects of such occasions and also acquire in a concentrated fashion, basic skills in online searching, or management skills or conflict resolution, or whatever. Once again, this has cost implications as such training is often carried out by consultants whose fees would need to be covered.

These are some suggestions. There must be many more. Debate on issues such as content, equity, cost, responsibility and so on, is essential to develop innovative and imaginative programs which serve members' needs.

How the library and information schools fit in is a vital issue, which underpins much of the debate. Support from the schools is crucial to the eventual success of any development program. How can you contribute?